DOCUMENT RESUME

ED 106 635 CE 003 809

TITLE	Career Development Guide: Grades 3-5.
INSTITUTION	Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.; Montgomery County R-2 Public Schools, Montgomery City, Mo.
PUB DATE	[73]
NOTE	104p.; For related documents, see CE 003 808-812
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	Behavioral Objectives; *Career Education; Career Planning; *Curriculum Guides; *Elementary Education; Elementary Grades; Human Relations Units; Human Resources; Interpersonal Competence; Learning Activities; Models; *Social Studies; Social Studies Units; Vocational Development
IDENTIFIERS	Career Conscious Individual Career Eduction Model; Missouri

ABSTRACT

The social studies curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in all students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible life career roles; and to analyze and relate these roles to their present situations. The units center on the model's four basic interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For grades 3-5, the goals include: assessing one's characteristics; comprehending different lifestyles and occupations; developing positive self-concept; and developing an awareness of problems in interpersonal processes, of the interrelationship between education, environment, and work, of responsibilities within an occupation, of how work affects leisure, of learning as a continual process, and of the relationship between personality and career development. The main portion of the document (75 pages) presents activities and outcomes for grades 3-5 organized under domain, pertinent goal, and specific objective. (JB)

ED106635

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CAREERS

Montgomery County R-II Public Schools
Montgomery City, Missouri 63361

Board of Education

Ira W. Meyer, President
Walden Cope
Marion Hillebrand
Billy W. Sturgeon, Vice-President
Richard D. Rodgers
Jane McQuie

Dr. Howard E. Heidbrink, Superintendent of Schools
Benny L. Gooden, Assistant Superintendent

David W. Parker, High School Principal
Addison Webber, Middle School Principal
Al Van Iten, Director of Elementary Education

CE 003 809

Career Development Guide

Grades 3-5

MONTGOMERY COUNTY R-II PUBLIC SCHOOLS
MONTGOMERY CITY, MISSOURI

Produced in cooperation with the Research Coordinating Unit of The State Department of Education with funds provided through Section 103(b), [illegible]ational Amendments of 1968.

Principal Investigator, Benny L. Gooden
Project Consultant, Dr. Earl Moore

Development Committee

Karen Clark, Grade 4
Don Starkey, Industrial Arts & P.E.
LeAnna Tedrick, Grade 3
Mary Powell, Grade 5

FOREWORD

Few people would deny that education is in a state of flux. More and more young people are rejecting college in favor of work. As the realization becomes real in that college is not the answer for everybody, emphasis is being placed on career education and increasing pressure is being felt by administrators to bring career education up to the level of other types of education. There is some reluctance among teachers and administrators to incorporate career awareness in the elementary schools. One of the main reasons given for not spending time on career awareness is the already jam packed schedule of curriculum content that must be taught; however, career awareness can be incorporated into the schedule without sacrificing curriculum offerings. This can be done by integrating career awareness with various activities in social studies, reading, math and other areas of the elementary curriculum. During the middle school or junior high school years students should be given meaningful opportunities to explore career education.

These career education guidelines are an attempt to give teachers assistance in fulfilling this goal.

We are honored that the State Department of Education felt that we could perform this very meaningful task and we are grateful to the Montgomery County R-II teachers and others who so dedicated themselves to create these guidelines. We are also appreciative of the professional assistance which we received from staff members of the University of Missouri and to our Assistant Superintendent for Instruction, Mr. Benny L. Gooden, for his administrative leadership and momentum in seeing that this project was completed. Career education or career awareness is an absolute necessity if we are going to fulfil the needs of our young people in school during the seventies.

Howard E. Heidbrink

Howard E. Heidbrink
Superintendent of Schools

TABLE OF CONTENTS

Career Development Model vi

How?? to use the Guide xvii

1.0 Self Knowledge and Interpersonal Skills

1.1 The individual will develop the ability to assess his own characteristics 9

1.2 The individual will understand the different ways people live 15

1.3 The individual will understand the manner in which work may provide an opportunity for persons to demonstrate that they are worthwhile 20

1.4 The individual will recognize problem areas and develop skills for coping with these problems 24

2.0 Knowledge of Work--Leisure

2.1 The individual will begin to understand that different kinds of work will require varying degrees and types of educational preparation 30

2.2 The individual will understand that the jobs people have and the way they live are affected by the community 32

2.3 The individual will understand that a satisfying career depends upon a good relationship between himself and his work 33

2.4 The individual will understand that there are many kinds of occupations and varying responsibilities within an occupation 39

2.5 The individual will understand that his choice of work will affect his amount of leisure time 46

3.0 Career Planning

3.1 The individual will understand that the preparation he makes will affect his life career 54

3.2 The individual will understand that his personality and what he can do will affect the development of his career 61

3.3 The individual will understand that the will be responsible for his decisions 68

3.4 The individual will understand that his community will affect his work. 70

4.0 Basic Studies and Occupational Preparation

4.1 The individual will understand that he can perform successfully in a variety of jobs 74

4.2 The individual will understand that his education and experiences will affect his life career. 75

4.3 The individual will be able to get a job by the time he leaves school 82

CAREER EDUCATION

CAREER CONSCIOUS INDIVIDUAL MODEL

During the past few years a number of career education models have emerged to fill the gap between career education need statements and the development of programs for implementing career education goals into our educational system. The sources of these models include the U. S. Office of Education, projects sponsored by the U. S. Office of Education, state departments of education, university personnel, and private research and development organizations. Model developers typically represent such fields as vocational education, guidance and counseling, curriculum development, school administration, teacher education, educational psychology and child development, or combinations of these areas. Some non-professional and advisory personnel also are involved in model construction, usually as members of committees with professional educators.

The models presently under construction are directed toward facilitating the development of certain valued behaviors. Such models project and speculate on what these valued behaviors are and then offer ways to facilitate the development of these behaviors. They create an idealized person or describe idealized characteristics of a person. For example, some models have interpreted Maslow's self actualization concept into a career life concept, e.g. "emerging career

Excerpts from Life Career Development Model, Career Guidance Counseling Placement Project, University of Missouri - Columbia, 1973.

identity" (California, 1971). Other models use the generalized concept of vocational maturity that has been extracted from theories of career development (Bottoms, 1971; Bailey, 1971; Herr, 1971). These concepts of emerging career identity and career maturity emphasize a continually developing individual.

The basic components used in models often reflect the interests of the builders. Model builders with vocational education backgrounds and interests tend to emphasize the world of work and occupational preparation; likewise, builders with a guidance and counseling orientation frequently stress self knowledge and career planning. Regardless of their genesis, all models provide for self knowledge. It is the amount of attention devoted to the world of work that seems to be most varied.

The developmental learning process is approached from one of two basic view points. The most common and most easily conceived approach assigns a single component and type of learning experience to a grade grouping (Bottoms, 1971; Bailey, 1970). This approach implies a 1, 2, 3, step sequence. This is an attractive procedure because it is concise and easily understood. The second approach emphasizes differing levels of functioning or learning and stresses continual development kindergarten - adult (Wisconsin, 1971; California, 1971; Gysbers and Moore, 1971). In these models some elements of all the model components are continually being taught in a sequential manner. While more sensitive to interactive effects and potentially more comprehensive, this approach is more complex and hence requires greater time and effort to design and develop.

Model builders generally use an objectives based approach to derive and implement their models. Behavioral terminology is used in most to specify individual outcomes. This approach allows for the incorporation of evaluation procedures and accountability, and is an important feature in the development of a number of models (California, 1971; Herr, 1971; Gysbers and Moore, 1971).

The Career Conscious Individual Career Education Model, conceptualized by Norman C. Gysbers and Earl J. Moore, is an outcome orientated model designed to provide a comprehensive overview of the knowledge, skills and attitudes individuals need to facilitate their total devlopment. The model is designed to create career consciousness in all individuals at all educational levels, to help them develope necessary life competencies, attitudes and values, to assist them in visualizing possible life career roles and to analyze and relate these roles to their present situations. (See Figure 1).

> Included within the idea of consciousness is a person's background, education, politics, insight, values, emotions, and philosophy, but consciousness is more than these or even the sum of them. It is the whole man; his "head"; his way of life. It is that by which he creates his own life and thus creates the society in which he lives. (Reich,1971,p.15)

Figure 1

The Career Conscious Individual

Self: Unique Person, Total Life Style

Others: Interdependency, Cooperation

Education: Understands Purpose, Sees Relationship Between Self, Education and Society

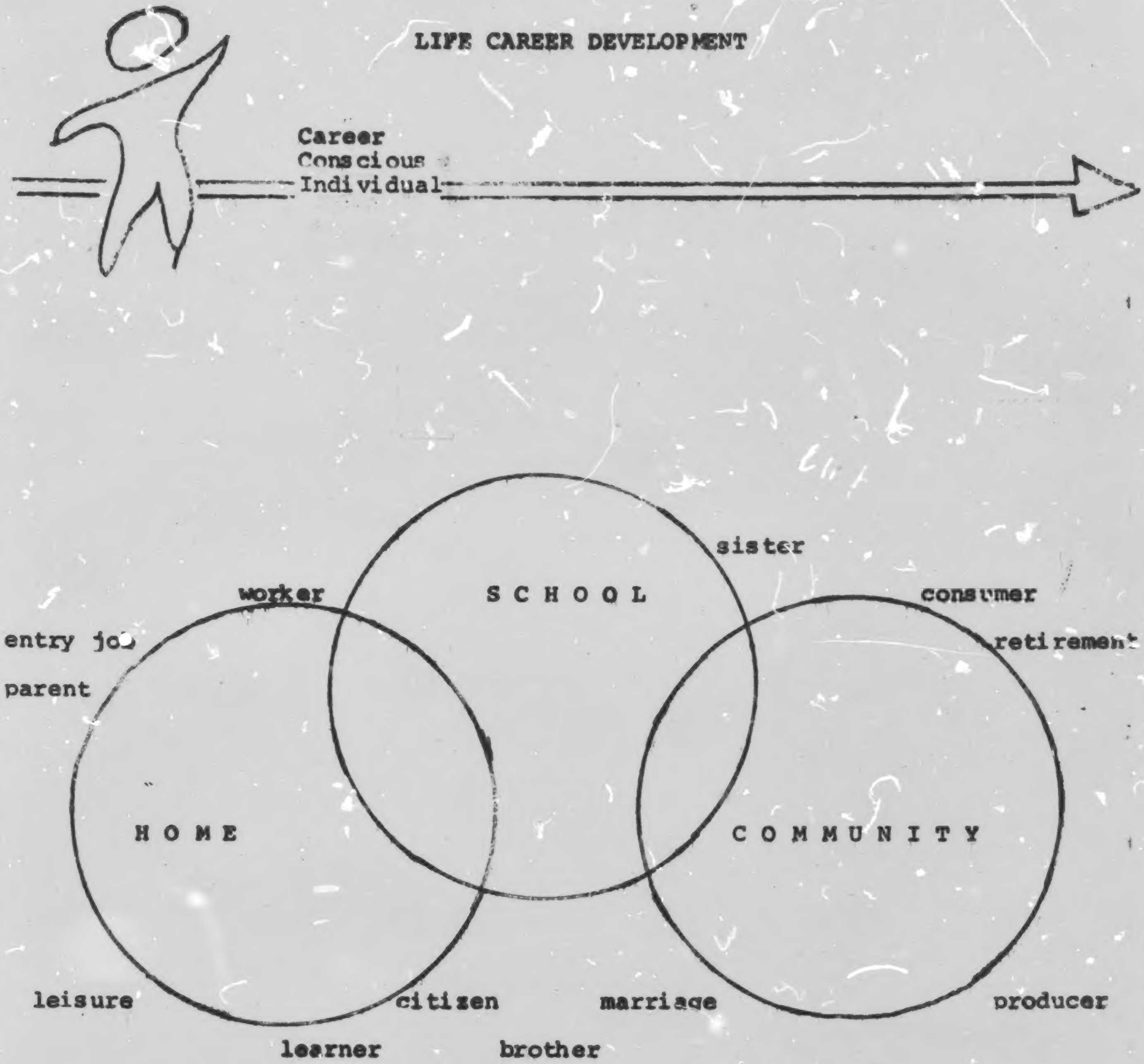
Work Tasks: Challenge, Proof of Ability

Work Place: Opportunity to Achieve

The Career Conscious Individual Career Education Model is based upon life career development concepts and principles. The word life indicates that the focus is on the total person, on all aspects of his growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement. The word development is used to show that people are continually changing over their lifetime. We are always in the process of becoming. When used in sequence, the words life career development bring these separate meanings together, but at the same time they mean more than these words put together in sequence. Taken collectively, they describe the whole person--a unique person with his own life style. (See Figure 2.)

Figure 2

LIFE CAREER DEVELOPMENT


Career
Conscious
Individual
SCHOOL
HOME
COMMUNITY
worker
sister
consumer
entry job
retirement
parent
leisure
citizen
marriage
producer
learner
brother

The Career Conscious Individual Model has four basic interrelated knowledge, skill and attitude domains: self knowledge and interpersonal skills, knowledge of work and leisure worlds; career planning knowledge and skills; and basic studies and occupational preparation. These domains are represented in Figure 3 and are discussed in some detail in the following paragraphs.

Self knowledge and Interpersonal Skills

In the self knowledge and interpersonal skills domain, the content and activities focus on helping individuals understand themselves and others. The main concepts of this domain involve the individual's (1) awareness and acceptance of self, (2) the awareness and acceptance of others, and (3) the development of interpersonal skills. Within this domain, the individual begins to develop an awareness of his personal characteristics--interests, aspirations, aptitudes, abilities, and values and the characteristics of others. The individual learns techniques for self appraisal and analysis of his personal characteristics in terms of a real-ideal self continuum and begins to formulate plans for self improvement. The individual becomes knowledgeable about the interactive relationship of self and environment in such a way that he develops personal standards and a sense of purpose in life.

Outcome in this domain reflect a person who can utilize self knowledge in life career planning and in the fostering of positive interpersonal relations. The individual will be self directed in that he will accept responsiblility for his own behavior.

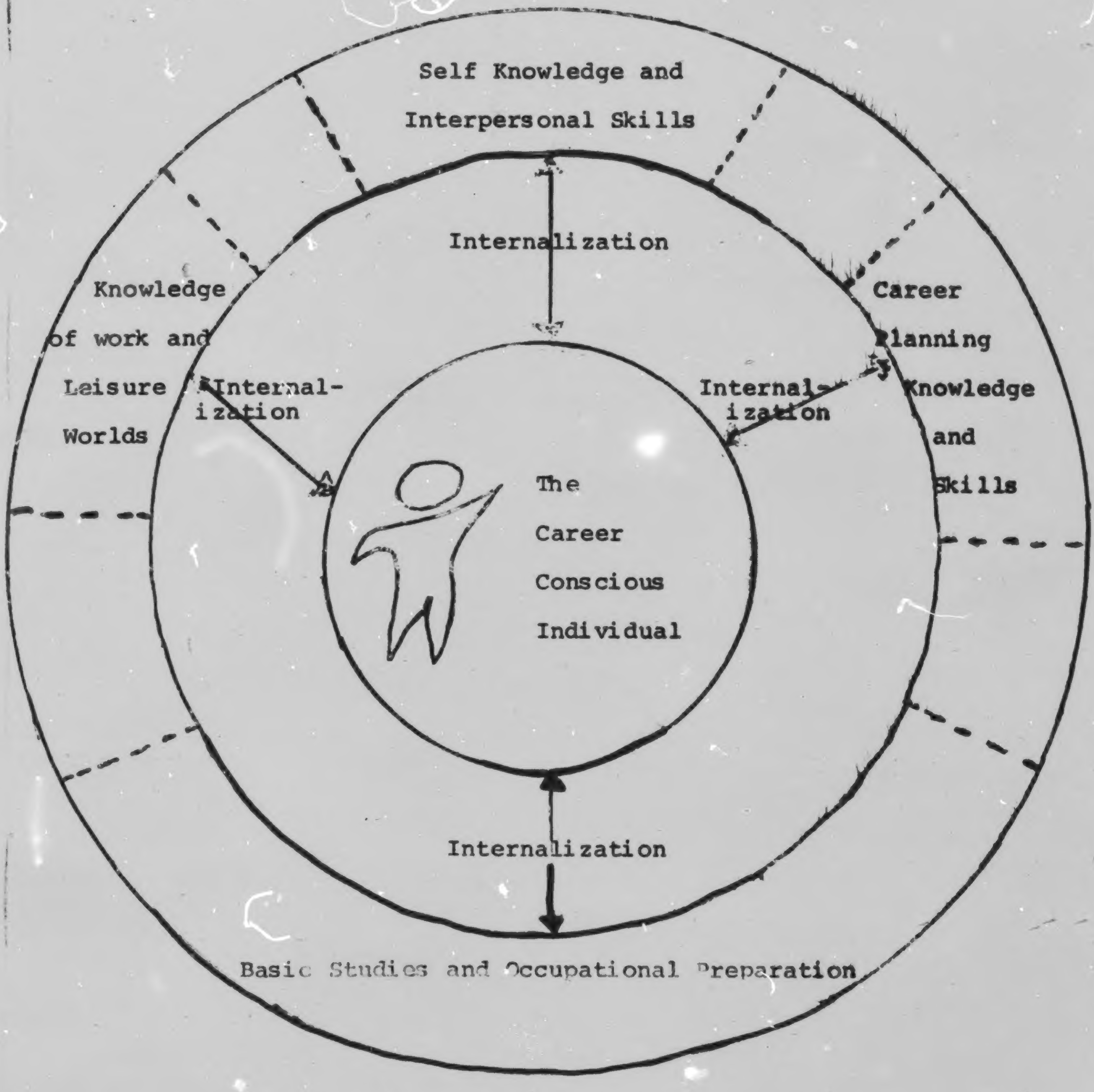
Knowledge of Work and Leisure Worlds

The content and activities found in the knowledge of work and leisure worlds domain emphasize an understanding of the structure and basic dimensions of the world of work. Individuals learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways. Such groupings serve as an avenue through which individuals learn of the similarities and differences among the work, workers and work places. Emphasis is placed on the individual's learning of selected associations among specific job requirements and characteristics and personal skills, interests, values, and aspirations. The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this domain.

The individual begins to view the basic dimensions of the worlds of work and leisure in three perspectives--sociological, psychological, and economic. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of work and leisure. The economic component refers to such considerations of job choice as amount of pay, number of hours, fringe benefits, and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from his work and his leisure and the internal factors which affect this satisfaction. As a result of learning about the interaction of these component parts of the worlds of work and leisure, the individual learns of the reciprocal influences of work, leisure activities and life style preferences.

Figure 3

Educational Components to Develop
The Career Conscious Individual


Self Knowledge and Interpersonal Skills
Internalization
Knowledge of work and Leisure Worlds
Internalization
Career Planning Knowledge and Skills
Internalization
The Career Conscious Individual
Internalization
Basic Studies and Occupational Preparation

Career Planning Knowledge and Skills

The career planning knowledge and skills domain contains content and activities designed to help individuals (1) understand that decision-making and planning are important tasks in everday life, (2) recognize the need for life career planning, and (3) value planning. The central focus of this domain is the mastery of decision-making skills as related to life career planning. The individual begins to develop skill in this area by identifying the elements of the decision-making process. He develops skill in gathering information from all relevant sources, both external and internal, and learns to utilize the collected information in making informed and reasonable decisions. A major aspect of this learned process involves the appraisal and application of personal values as they are related to prospective plans and decisions. The individual begins to engage in planning activities and to understand that he can influence his future by applying such skill. He begins to accept the responsibility for making his own choice for managing his own resources, and for directing the future course of his life.

Other dimensions in this domain include the concepts of change, space and time as they affect career planning. The individual learns of the potential impact of change in modern society and of the necessity of being able to project oneself into the future. In this way, he begins to predict the future and to forsee alternatives which he may choose and to plan to meet the requirements of preferred life career alternatives. From a point where the individual acquires knowledge of the decision-making process, he progresses to a point where he exhibits confidence in his decision-making skills. The major educational goals within this domain are directed toward producing individuals who value planning and who formulate reasonable life career plans.

Basic Studies and Occupational Preparation

The fourth domain, basic studies and occupational preparation, is the largest in content and activities. This domain contains the basic skills which are developed in the core of a curriculum (langauge arts, social studies, mathematics, physical education and vocational education). These forms of preparatory education are included as a basic part of an individual's development, but they are viewed in a new interdisciplinary form. The education, work and leisure worlds are interrelated, as the primary content focus for knowledge acquisition and skill development in basic and vocational education. As the work, leisure and educational worlds undergo constant change, the need to provide individuals with the opportunity to update skills becomes increasingly apparent. Thus, a primary emphasis within this domain involves the acquisition and refinement of occupational skills throughout life.

Included in this domain are the skills required for seeking employment and/or further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

References

1 Bailey, Larry J. *A Curriculum Model for Facilitating Career Development*. Southern Illinois University at Carbondale, 1971.

2 Bottoms, James E. *Career Development Education: Kindergarten through Post-Secondary and Adult Levels*. Atlanta: Georgia State Department of Education, 1971

3 Career Development: A California Model for Career Guidance Curriculum K-Adult, California Personnel and Guidance Association, 1972.

4 Gysbers, Norman C. and Moore, Earl J. "Career Development in the Schools" in *Contemporary Concepts in Vocational Education*, Gordon Law, Editor, American Vocational Association, 1971.

5 Herr, Edwin. Presentation at the American Vocational Association Convention, Portland, Oregon, December 1971.

6 K-12 Guide for Integrating Career Development into Local Curriculum. Wisconsin Department of Public Instruction, Madison, Wisconsin, 1971.

7 Reich, Charles A. *The Greening of America*. New York: Bantam Books, Inc., 1971.

How???

to use this guide.

The following pages indicate representative types of objectives and activities which may provide an orientation toward careers. They are not intended as all-inclusive or as the ultimate in career education. A creative teacher can use this basis as a beginning for an infinite number of activities designed with a specific classroom in mind. Each day's experience with each individual student should suggest new possibilities.

A suggested procedure might be as follows:

1. Read the goals on pages 1-8 in order to gain a perspective for the entire career project.
2. Become familiar with activities relative to your subject area. Many activities are based in the social studies area, but may be equally applicable in other fields.
3. Select appropriate objectives in the "Table of Contents" and turn to the page numbers indicated for their representative activities.
4. Choose an activity and adapt it to meet the situation and students within the grade or class.
5. Utilize resource personnel (counselors, special teachers, community persons, etc.) to accomplish objectives.
6. Assess the activity in view of the outcomes.

No sequence of goals or activities is implied other than the developmental levels given following each general goal. It is intended that activities will be utilized as they are incorporated with other curricular pursuits.

The success or failure of career development lies in the willingness of professional teachers to view it as a means toward the accomplishment of a relevant school experience and in its subsequent enrichment of the various subject areas into a new educational fullness. It is with this goal in view that the five guides toward career-related activities are presented for classroom use.

GOALS

1.0 SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.

K-2 The individual will understand how people are alike and different.

3-5 The individual will develop the ability to assess his own characteristics.

6-8 The individual will assume responsibility for continuous self-appraisal.

SPECIAL ED.

Primary	The individual will have a realistic concept of characteristics which make him unique.
Inter.	The individual will come to accept himself as he is and will understand that his uniqueness will influence his life career decisions.
Secondary	The individual will accept himself as he is, and make decisions about his life-career accordingly.

1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles.

K-2 The individual will understand some of the things in his environment that affect life in his community.

3-5 The individual will understand the different ways people live.

6-8 The individual will understand that individual characteristics and ways of living are interrelated.

SPECIAL ED.

Primary	The individual will understand that people are different.
Inter.	The individual will tolerate and accept differences which affect the life style of himself and others.
Secondary	The individual will respect the differences of people and accept this.

1.3 The individual will recognize the dignity and worth of himself and others.

K-2 The individual will understand that he is important.

3-5 The individual will understand the manner in which work may provide an opportunity for persons to demonstrate that they are worthwhile.

6-8 The individual will understand what makes a person feel worth while.

SPECIAL ED.

Primary The individual will have developed a healthy self-concept and will respect the value of others.

Inter. The individual will take pride in his own work and will appreciate the accomplishments of others.

Secondary The individual will realize he has self-worth.

1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.

K-2 The individual will understand his own behavior and the behavior of others.

3-5 The individual will recognize problem areas and develop skills for coping with these problems.

6-8 The individual uses communication skills necessary to relate to his peers and other people.

SPECIAL ED.

Primary The individual will understand that he must cooperate with others.

Inter. The individual will realize the value of basic social skills.

Secondary The individual will understand the importance for co-operation.

2.0 KNOWLEDGE OF WORK--LEISURE

2.1 The individual will understand that education and work are interrelated.

K-2 The individual will understand that what he learns in school is useful.

3-5 The individual will begin to understand that different kinds of work will require varying degrees and type of educational preparation.

6-8 The individual will know the educational qualifications for familiar career clusters (i.e.) ones he has been presented with in his career development program.

SPECIAL ED.

Primary The individual will understand that school is important.

Inter. The individual will understand that training is necessary.

Secondary The individual will understand that training is necessary.

2.2 The individual will understand that occupations and life styles are influenced by environmental variables.

K-2 The individual will understand that occupations and life styles vary.

3-5 The individual will understand that the jobs people have and the way they live are affected by the community.

6-8 The individual will realize that there are environmental factors that prohibit him from following certain careers.

SPECIAL ED.

Primary The individual will understand that his surroundings affect his life.

Inter. The individual will understand that his surroundings will influence his choice of occupation and life style.

Secondary The individual will recognize the necessity for narrowing his choice of occupation.

2.3 The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment.

K-2 The individual will understand that people work together.

3-5 The individual will understand that a satisfying career depends upon a good relationship between himself and his work.

6-8 The individual will know that his attitude toward his job, his ability to get along with others influence his satisfaction with his career.

SPECIAL ED.

Primary The individual will understand that he must function within the structure of his surroundings.

Inter. The individual will understand the necessity for rules in his surroundings.

Secondary The individual will understand that cooperation between his co-workers and boss effect his life.

2.4 The individual will understand the structure of the World of Work.

K-2 The individual will understand that there are many occupations.

3-5 The individual will understand that there are many kinds of occupations and responsibilities varying responsibilities within an occupation.

6-8 The individual will know that there is a relationship between careers and there are different levels of competences.

SPECIAL ED.

Primary The individual will understand that work exists for a purpose.

Inter. The individual will understand that there are different types of work.

Secondary The individual will understand that certain careers are dependent on others.

2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time.

K-2 The individual will understand that he will have free time.

3-5 The individual will understand that his choice of work will affect his amount of leisure time.

6-8 The individual will understand that the amount and kind of leisure will depend upon his choice of work.

SPECIAL ED.

Primary The individual will understand that his choice of work is limited.

Inter. The individual will understand that his job will influence his leisure time.

Secondary The individual will understand that his life-career is dependent upon his abilities.

3.0 CAREER PLANNING

3.1 The individual will understand that life career develops through direction and is a life-long process.

K-2 The individual will understand that getting ready for a job takes a long time.

3-5 The individual will understand that the preparation he makes will affect his life career.

6-8 The individual will understand that he is continuously in the process of career development.

SPECIAL ED.

Primary The individual will understand that life consists of change.

Inter. The individual will understand that learning is a continual process.

Secondary The individual will understand that knowledge and training is unending in the preparation for life career.

3.2 The individual will understand that abilities, aptitudes, interests and personality affect career planning and development.

K-2 The individual will understand that people are different and will have different jobs.

3-5 The individual will understand that his personality and what he can do will affect the development of his career.

6-8 The individual will understand that his career planning and development are influenced by his personal attributes.

SPECIAL ED.

Primary The individual will understand that all people do different things.

Inter. The individual will understand why all people do different things.

Secondary The individual will understand that his abilities will be the basis for any choice of occupation.

3.3 The individual will learn to accept full responsibility for his decisions.

K-2 The individual will understand that he will have to make choices.

3-5 The individual will understand that he will be responsible for his decisions.

6-8 The individual will be able to accept the rewards and punishments for his actions.

SPECIAL ED.

Primary The individual will learn to accept the consequences of his actions.

Inter. The individual will learn the value of making proper decisions.

Secondary The individual will understand the consequences of making wrong decisions and the rewards for correct ones.

3.4 The individual will understand the environmental influences which affect the selection of and training for his occupation.

K-2 The individual will understand that his surroundings affect his life.

3-5 The individual will understand that his community will affect his work.

6-8 The individual will understand not all careers exist in all geographical areas.

SPECIAL ED.

Primary The individual will understand that his community is different from others.

Inter. The individual will learn how his community is different from others.

Secondary The individual will understand communities and their differences.

4.0 BASIC STUDIES AND OCCUPATIONAL PREPARATION

4.1 The individual will understand that he can learn to perform in a variety of occupations.

K-2 The individual will understand that he can learn to do many things.

3-5 The individual will understand that he can perform successfully in a variety of jobs.

6-8 The individual will understand that he would be capable of learning several jobs.

SPECIAL ED.

Primary	The individual will understand that he can perform various tasks.
Inter.	The individual will understand that he is suited for a variety of jobs.
Secondary	The individual will understand the necessity of training for several jobs.

4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career.

K-2 The individual will understand that what he learns will be useful in later life.

3-5 The individual will understand that his education and experiences will affect his life career.

6-8 The individual will understand that most of his educational experiences will help him with his life career.

SPECIAL ED.

Primary	The individual will understand that learning affects his life.
Inter.	The individual will learn to relate various subject areas to life.
Secondary	The individual will recognize that training and or education is necessary.

4.3 The individual will have a marketable skill upon leaving the educational system.

K-2 The individual will understand that he will have a job.

3-5 The individual will be able to get a job by the time he leaves school.

6-8 The individual will understand that he must have a marketable skill upon leaving the educational system.

SPECIAL ED.

Primary	The individual will recognize the importance of self-care skills.
Inter.	The individual will understand and apply self-care skills.
Secondary	The individual will exhibit an understanding for the necessity of good personal hygiene.

GRADE LEVEL: 3-5

DOMAIN: SELF

GOAL NUMBER: 1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.
The individual will develop the ability to assess his own characteristics.

SUBJECT AREA: SOCIAL STUDIES

OBJECTIVE: The individual will be able to differentiate between his strengths and weaknesses in academic areas as measured by standardized tests.

ACTIVITIES

1. Students will be given standarized tests.

2. Teacher and or counselor will discuss strengths and weaknesses in subject areas.

3. Make charts and word lists of good personality traits.

4. Role playing to show good personality traits.

5. Have the class choose a "Citizen of the Week".

6. Have a period for discussion of problems. Throughout the week, students put unsigned problems they are having in a box or envelope. Students discuss the problems with teacher, counselor or as a group and tell how they think the problem could be solved.

7. Write a theme of your strengths and weaknesses; what you can do to improve both.

8. Their themes may include such things as what makes them happy or sad, what they like to do, what they don't like to do, what they'd like to be, their friends, their family and their pets.

9. Write a paragraph on "What I like about me." Write another one on "What I don't like about me." Discuss reasons why we can be angry, fearful, happy,

OUTCOMES

The student will be able to write a story to illustrate the uniqueness of self.

The student should be able to see himself as "growing up."

Teacher and some students will be able to differentiate between students included in the group and be able to observe evidence of overlapping.

DOMAIN: SELF
GOAL NUMBER: 1.1
OBJECTIVE: The individual will be able to differentiate between his strengths and weaknesses in academic areas as measured by standardized tests.

GRADE LEVEL: 3-5

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
sad, impatient, kind, etc. Definition of emotion. Relate how things used to affect me and how they do now (loud noises, school, little brother, striking out, responsibilities, going to bed).	
10. Have students draw themselves with three other students in class standing in a group. Teacher will introduce the idea of overlapping (foreground figures covering background figures) of the group, and student identification through clothing color and type.	
11. Give each student a list of the names of the class members. Have him write the most positive special ability or interest for each name on the list including his own. Then compare different abilities and/or interests listed. Tabulate the interests and/or abilities listed for each student. Find the most prevalent ability for each. Discuss why each person might have that specific ability.	The student will be able to name at least one interest or ability of each classmate. The student will be able to name possible reasons or characteristics for each student's interest or ability.
12. Research biographies of selected famous people such as Benjamin Franklin, George Washington Carver, Thomas Edison, Booker T. Washington, and George Washington, to see how their individual interests and abilities may have influenced their lives. Present an oral or written report on one figure.	The student will be able to use the library to find materials on selected famous person. The student will be able to write a report about a given person to be given in written or oral form.
13. Write a paragraph entitled "A Perfect Friend." In the paragraph, describe a person that would satisfy all the requirements for being a perfect friend. Read or have read aloud the paragraphs pointing out that the perfect friend is probably a mirror image of the author-and that there are many similarities and differences in the paragraphs.	The student is able to write the attributes that he considers desirable in a friend and, therefore, in himself.

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER 1.1
OBJECTIVE: The individual will be able to differentiate between his strengths and weaknesses in academic areas as measured by standardized tests.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
14. Have students use clay to model their facial features. Do not allow the students to use mirrors. Have the students try to determine sizes and shapes of their face by touch only.	Students will be able to group faces according to similarities and differences.
Emphasize through discussion that identification of shapes and sizes by touch could be an asset for an individual.	
15. Incomplete sentence inventory. (EX. I am at my best when.... I feel uncomfortable when.... I can't understand why.... When I give a report in front of a group....	The student will discuss reasons why one should examine one's strengths and limitations. The student will list reasons why one should examine one's strengths and limitations. The student will write an essay on reasons why one should examine one's strengths and limitations.
16. "Today's Education," Unfinished stories (Discussion or writing of situational experience).	
17. Write an autobiography.	
18. Ask student to draw an emotion. (Creative Mind -- Lowenstein)	
19. Sociogram (Attitude) with the assistance of the guidance counselor.	
20. Panel discussion (Make up a character, i.e. John Doe, (List different combinations of strengths and weaknesses; have students discuss the kind of self image this particular person would have.)	
21. View the film "Values: Understanding Ourselves" and discuss.	The teacher will give a quiz on the film presented.
22. Tiddly-Winks game. (Certain values per square on right attributes, etc.)	

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.1
OBJECTIVE: The individual will be able to differentiate between his strengths and weaknesses in academic areas as measured by standardized tests.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
23. Students write themes on assessment of themselves in personality characteristics.	

DOMAIN: SELF
GOAL NUMBER: 1.1
OBJECTIVE: The individual will demonstrate an understanding of his own physical abilities and limitations by verbally differentiating between activities which he can adequately perform and those which he cannot.

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Allow students to choose their favorite game or activity for a class period. Vote on them, with the three or five most popular being played.	Students should realize they have different interests.
or	
Run a miniature Olympics with the class (including dasher, long distance, softball and basketball throws, running long jump, high jump, shuttle run, shot, jump rope). After results are completed, list the winners in each event under the title "I'm Number 1."	Students should realize that they have varying abilities.
2. Complete a checklist of individual strengths and weaknesses related to physical activities.	Discuss checklist with the teacher or counselor.
3. View a film on job responsibility. Choose students to be captains of their teams for a P.E. class. Allow them to decide who plays which position, in what order they bat, etc.	The teacher may ask students to write what they learned from the film. Student should be able to comprehend the importance of job responsibility. The student should recognize the responsibility in evaluating other people's abilities and using these abilities accordingly.
4. View a film on fitness and health. Write a paragraph on why it is important to be physically fit. Make a list of as many as the emotions you can remember experiencing today. Check whether the emotion was sign of the "young" you or the "grown-up" you.	Teacher notices if proper attitude toward mental and physical health are developing.

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

DOMAIN: SELF
GOAL NUMBER: 1.1
OBJECTIVE: The individual will describe ways in which his interests enter into his choice of out of school activities.

ACTIVITIES	OUTCOMES
1. Complete a prepared checklist of individual strengths and weaknesses related to free time activities, and job performance, etc.	Discuss checklist with teacher or tell some of his strengths and weaknesses and arrive at possible reasons as to why and how each might affect his later life.
2. Have students cut from magazines and newspapers the outline of people engaged in work or play which interest the students. The cut figures should be arranged and pasted on drawing paper with emphasis on the negative area (empty space).	Students will be able to synthesize their interests and show evidence of cutting skill.
3. Have students model a clay figure depicting a human form activity engaged in a specific type of work or recreation. Then have students set up an exhibit of the clay figures for the student body. The exhibit should be grouped and labeled: Things we do for income. Things we do for pleasure. Things we do for income and/or pleasure.	Student will formulate the association of work and pleasure by grouping figures in the exhibit.

GRADE LEVEL: 3-5

DOMAIN: SELF

SUBJECT AREA: SOCIAL STUDIES

GOAL NUMBER: 1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles. The individual will understand the different ways people live.

OBJECTIVE: The individual will be able to describe 8 situations in which a persons environment affects the way that person lives.

ACTIVITIES	OUTCOMES
1. Select a place studied in warm and cold lands unit. Write a friendly letter in correct form to a school in that community. Tell about your special interests or hobbies, your community, etc. and for a similar response. As responses are received, discuss how these students have different interests from those of the class.	The student will be able to write a friendly letter telling about his school community and interests. The student will be able to compare and contrast other students to himself.
2. Teacher will select key songs from any of the warm or cold lands studies that have peculiar characteristics. Students will listen to, sing, and analyze the music.	Students will be able to associate the characteristics of songs from other lands as a means of discovering differences between self and others.
3. Discuss life style of native groups of people in warm and cold communities. Divide students into two groups - one to deal with warm lands, the other to deal with cold lands. Each student will write a report pretending that he is a native of his land covering such topics as food, shelter, clothing, mores or behavior which would affect his life style. Optional activity would be to make a drawing to illustrate a part of his report.	The student would be able to describe his life style if he were a member of a given warm or cold land.

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.2
OBJECTIVE: The individual will describe ways an urban life style differs from a rural life style.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. After students have brought in models or pictures of various occupation (farmer-model combine, housewife-dishwasher, etc.), label and display 3 models depicting urban and 3 depicting rural life. Discuss with the students why some occupations have different symbols (farmer-tractor, combine, silo, cows, fields, etc.). Note that they may view work from different point of view because of their experiences with it.	The student is able to explain through symbols that work means different things because of experiences with it.
2. Have students bring from home a model or picture of how two or three occupations would appear to them (farmer-model tractor, housewife-toy vacuum cleaner, clerk-toy cash register, etc.). Label and display.	The student is able to explain that work or occupations can have symbolic representation.
3. Make a list, either oral or written, either cooperatively or individually, of the things that could happen to your environment (i.e., your town or your family) that would change your plans for making a living.	The student will be able to list or discuss orally some environmental factors that would affect his plans for occupation.
4. Relate careers in health and recreation to geographical areas and town size. 1. Where could I be a professional scuba diver? 2. Where could I be a forest ranger? 3. Where could I be a hockey player? 4. Where could I be a snow ski professional? 5. Where could I be a professional dancer? 6. Where could I be a resort owner? 7. Where could I be a hunting guide? 8. Where could I be a physical therapist? 9. Where could I be a salt water fisherman? 10. Where could I be a sailor? 11. Where could I be a jockey? 12. Where could I be a golfer? 13. Where could I be a heart or brain surgeon? 14. Where could I be a milk inspector?	The student will be able to realize that geographical location influences careers.

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.2
OBJECTIVE: The individual will describe ways an urban life style differs from a rural life style.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
5. Utilize books, films filmstrips and speakers which can provide information about animal care, training, and preservation; if possible, cameras, film, tape recorders.	
6. Initiate an exploration of occupations that have evolved from man's interest in animals. Ask them to bring to class pictures of their pets (or of pets they would like to have) and examples of things they need (or would need) to care for their pets. As each student presents his information, encourage the class to listen carefully and to ask questions that will help you develop a list of careers and occupations related to animal care, training, and preservation. The resulting list might include: Pet-food manufacturers Pet-grooming, health, and recreation suppliers Pet store workers Animal hospital workers Kennel workers Obedience school workers SPCA and other animal welfare group workers Zookeepers Circus-animal trainers Game wardens Livestock farmers Racing employees (groom, trainer, jockey) Working-animal trainers (sheep dogs, seeing-eye dogs, sled dogs, dray horses, mule teams, rodeo horses) Taxidermists Ornighologists (and other specialists in zoology)	At the end of these student will discuss the differences between people who go into people care versus those who go into animal care.

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.2
OBJECTIVE: The individual will describe ways an urban life style differs from a rural life style.

SUBJECT
AREAL SOCIAL STUDIES

ACTIVITIES	OUTCOMES

Since exploring all the careers involved in each possible topic is probably not feasible, have students help you select several categories that they might investigate personally in your community. Divide the class into several small investigation teams. Each might design a research plan, collect data, and develop a means of communicating the results to the entire class.

The following suggestions might be presented to the teams. However, encourage students to treat these suggestions as beginning ideas only and to create their own, original plan by adapting or expanding on these.

Visit a pet store, an animal hospital, a farm, etc. and interview the people who work there. Tape-record conversations about what each person does, what skills he or she needs, what kinds of personal characteristics (interests, physical stamina, emotional set) are helpful in the job. Take slides of the different tasks each person performs. Back in class, organize the slides and tapes into a program for the entire class.

Collect fiction and nonfiction books about the relationships between animals and man. Display the books in an area that can be surrounded (or back-grounded) by student-made posters depicting the variety of animal and human careers presented in the books. Have students select and read several of the books. Invite each student to "become" one of the characters and explain his or her job, training, satisfactions, and some of the experiences he or she encountered in the book. As a variation,

DOMAIN: SELF
GOAL NUMBER: 1.2
OBJECTIVE: The individual will describe ways an urban life style differs from a rural life style.

GRADE LEVEL: 3-5

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES

several students may wish to role-play a segment of the book that illustrates the careers involved.

After carefully researching an occupation, an investigation team might "prep" the class for a visit from someone in the career area. Prior to the visit, students might use panel discussions, visual aids (commercial or student-made), and other means to give the class background information. From such activities the team might develop "key questions" to submit to the visitor to help him or her organize the presentation to be made.

Following each investigation team's presentation, have students help you discover or design ways to apply the information to other classwork--spelling, math social studies, science, art, music, physical education, language, etc.

7. How do you think people in a farming town might be different from the city?

As the students make their contributions, write them on the board, making two lists. Your lists might look like this:

COUNTRY	CITY
roads, paths	sidewalks
fields	streets
houses	apartment buildings

and

Discuss: What would happen if everyone lived in the city in apartment buildings?

or

Write a paragraph on either of these two subjects?
How People in the Country Help Us,
How People in the City Help Us.

OUTCOMES

The student will be able to describe and explain interactions between people in a farm community and in a city through discussion and listing.

GRADE LEVEL: 3-5

DOMAIN: SELF

SUBJECT AREA: SOCIAL STUDIES

GOAL NUMBER: 1.3 The individual will recognize the dignity and worth of himself and others.
The individual will understand the manner in which work may provide an opportunity for persons to demonstrate that they are worthwhile.

OBJECTIVE: The individual will be able to orally evaluate his performance of specific tasks.

ACTIVITIES	OUTCOMES
1. View film and cassette. Introduce the term "rewards" and discuss tangible and intangible rewards.	Dramatization of various kinds of rewards for work done. Examples: (a) Father brings home pay check; (b) School project well done, Etc.
2. List kinds of work students have done at home and school and chart kinds of rewards. Examples: (a) money; (b) personal satisfaction; (c) honor, Etc.	
3. Invite volunteer workers to speak to class about rewards they have gained. Examples: (a) Junior Red Cross; (b) Scout leaders; (c) parent volunteers; (d) Peace Corps worker.	
4. Each student chooses an occupation he would like to make a future career of and have him tell why.	
5. Read stories about careers.	
6. Write a story "Work is...."	
7. Skits depicting feelings associated with work. Examples to be considered: (a) All people don't like the same jobs. (b) Repetition may cause boredom. (c) Working with some people is different. (d) Some jobs may be lonely. (e) Some jobs may be dangerous. (f) Additional experience or training is sometimes necessary. (g) Feelings about jobs may change student's own words.	Construct a large circle. Label each section with a feeling related to work. Select several occupations and list each under as many categories as possible to show that more than one feeling may be related to a job.
8. Define terms "dignity" and "worth". Make a chart listing together how each student brings dignity and worth to his job of helper and worker in school.	The student will be able to define terms "dignity" and "worth". The student will be able to relate how

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.3
OBJECTIVE: The individual will be able to orally evaluate his performance of specific tasks.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
Keep the chart up so that ideas may be added as the school year progresses.	his duties or work in school have dignity and worth.
9. Introductory Activity: Write the following code on the board. A. 1 B. 2 C. 3 D. 4 E. 5 F. 6 G. 7 H. 8 I. 9 J. 10 K. 11 L. 12 M. 13 N. 14 O. 15 P. 16 Q. 17 R. 18 S. 19 T. 20 U. 21 V. 22 W. 23 X. 24 Y. 25 Z. 26	The student will be able to decode given names.
Then say to the students: In code on the board each letter of the alphabet has been given a number. When you find and match the letters to the numbers given below, you will have the names of some famous people. Such as: 10-1-3-11-9-5 18-15-2-9-14-19-15-14 J-A-C-K-I-E R- O-B-I- N- S- O-N	
Code the following names and then let the students research to find out at least one thing for which each of the following is famous: Neil Armstrong (first man to set foot on the moon) Dr. Martin Luther King, Jr. (believed in using peace to fight for freedom) Alexander Graham Bell (invented the telephone) Marian Anderson (outstanding contralto of her times)	The student will be able to identify a characteristic that made each famous.
Discussion should follow on how these famous people brought dignity and worth to their jobs.	The student will be able to discuss how a famous person brings dignity and worth to his job.

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.3
OBJECTIVE: The individual will be able to orally evaluate his performance of specific tasks.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
10. Discuss the words "worth," "value." What makes a person of "value" or "worth"? (Talk about doctors, nurses, garbage men, policemen, firemen, mothers, fathers.)	Student should be able to grasp the idea of value, worth and respect.
11. Write paragraphs on (1) "Why I am Valuable" and (2) "Everyone is Worthy of Respect."	
12. Discuss reasons why older people, people our own age, and younger people all deserve respect.	

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.3
OBJECTIVE: The individual will be able to tell 5 ways in which work provides an opportunity to enhance dignity and worth.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES

1. Invite school maintenance worker, school secretary, or other school personnel to classroom to explain their jobs.

2. Use recreation and entertainment people to discuss leisure time activities.

3. Have someone with an unskilled job discuss the importance of his job (i.e. migrant worker, garbage man).

4. Have the students ask a relative or neighbor if he feels his job contributes to the well-being of society, and if so, how. Discuss the results in small groups using the following study questions:

1. **Does the work of this man contribute to the well-being of society?**
2. **Does the worker believe his work is of value to society?**
3. **Does it matter whether or not he believes his work is valuable to society?**
    - **(a) Could it affect the way he does his work? If so, how?**
    - **(b) Could it affect his personal sense of well being? If so, how?**

OUTCOMES

The student will be able to recognize that a worker brings dignity and worth to his job.
In a class discussion, the student chooses a specific job and tells a person can bring dignity and worth to that job.
In a class discussion, the student will tell how a specific job of his choosing brings dignity and worth to that job holder. (ex-Doctor)
The student will show evidence in writing how a job brings dignity and worth to the individual.

DOMAIN: SELF

GRADE LEVEL: 3-5

GOAL NUMBER: 1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.
The individual will recognize problem areas and develop skills for coping with these problems.

SUBJECT AREA: SOCIAL STUDIES

OBJECTIVE: The individual will list characteristics which seem to hinder his interpersonal relations and describe how he might change them.

ACTIVITIES	OUTCOMES
1. Discuss with the students as a group any personal problems found within the group.	Teacher evaluation on how children accept one another in group situation.
2. Discuss personal problems individually with the teachers.	
3. Discuss learning to live with strengths and weaknesses.	
4. Discuss handicaps students in the room may have, and how they can help each other.	
5. Students may bring hobbies to school and tell about them.	
6. Students may collect things from nature to share with the group.	
7. Discuss why student medication is kept in the office and that some students must go to the office and be responsible for medication.	

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.4
OBJECTIVE: The individual will order the tasks to be accomplished
within a specified time.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Resources: Teacher - School (Fourth Grade Science Unit - "Graphing and Predicting") Have the students predict what they will be doing at a given time two days from now. Have them write this on a piece of paper to be opened two days later. Have them predict on Thursday what they will be doing at 2:00 on Sunday. On Monday, pass back the slips and have the student write what he actually was doing. Then have him give reasons why his prediction was or was not correct. Discussion should center around the factors that were the greatest influence on what he had done. (Weather, T.V., parents, etc.)	The student will be able to identify several major things in his environment that influence his career choices.
2. Resources: School - (SRA Math Text, Grade 3; One second pendulum or stop watch) Make a pendulum as described on page 25 of teacher's guide or use a stop watch to show children the length of one second. Have the class investigate the number of seconds it takes to carry out some activities or jobs which children do in school at a normal rate of speed. Construct a chart similar to the following:	The student will be able to name the number of seconds it takes to perform an activity.

Activity	Number of Seconds
1. comb hair	
2. sharpen pencil	
3. take off boots	
4. put on coat and button it	
5. get recess milk	
6. put a heading on paper	

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

DOMAIN: SELF
GOAL NUMBER: 1.4
OBJECTIVE: The individual will order the tasks to be accomplished within a specified time.

ACTIVITIES	OUTCOMES
Pick a student to do each activity and time the activity. Stress this is not a race, but is to be done as a normal activity. Have students count the swings of the pendulum or the number of seconds. Record the results. Stress that these and similar activities are a part of the student's work at school and the time each activity requires is important.	

DOMAIN: SELF
GOAL NUMBER: 1.4
OBJECTIVE: The individual will identify reasons for persons to set differing goals.

GRADE LEVEL: 3-5

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Sentence completion: I am happiest when.... I am sad when.... I am kind because.... I am afraid.... I am angry when....	The student will be able to discuss the situations listed and emotions involved.
List your strengths and weaknesses.	
Make a collage showing the three major emotions - anger, fear and love.	The students will be able to locate three basic emotions on each collage.
Students will learn and practice skill activities through organized games. They should be aware of the rules and skills involved.	Students can discuss how hard it was to do skill activities.
Let each student take a turn at leading the rest of the students in exercises.	Observe student's ability to remember excercises and to act in a leadership role.
Make silhouettes of everyone in the class. Then above their silhouettes list their "favorites" (food, T.V. program, sport, hobby, color, class).	The student should be able to notice the differences in individuals.
2. Have the students view a colored slide presentation (possibly given by a high school student) showing a variety of methods and styles of portraiture.	Students will recognize and group drawings according to styles caused by individual differences.
Have the students draw a self-portrait in class if mirrors are available. or Have the students draw a self-portrait at home and bring to school.	
Have students group drawings according to style of students' work.	

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.4
OBJECTIVE: The individual will identify reasons for persons to set differing goals.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
3. The teacher could structure four graphs for the class - two for the boys and two for the girls. One graph should deal with weight and the other with height. During the day have the students measure one another and weigh themselves. This information should then be transferred to the class graph (bar graph). Comparisons can then be drawn as to numbers in each class, averages among boys and girls, etc. This activity should be expanded by having the fifth grade teacher furnish data for a graph of his class and then compare the two groups. This graph idea could be expanded to involve, color of hair, color of eyes, chest and waist measurement, etc.	The student will be able to state ways in which he is similar to and different from his classmates.
4. Record on tape a selection read aloud by each student at the beginning of the year. (Use his present reading level.) Record the same selection read aloud by the same student on a quarterly basis. Discuss with the student or have him fill out a prepared questionnaire relating to such responses as: "Did I improve?" "Did I do poorly?" "Why did I change?" and "Did doing this help me or how did this help me?" Ask student if doing more of this (listening to self read), could help him do better in school.* and Have the students complete (at the beginning of the Year) a prepared math page (problems at students' present level) checking time and accuracy. Have students complete the same page, checking time and accuracy, on a quarterly basis.	The student will be able to explain that his abilities can or will change and why; and explain why examining his abilities are important to himself.

GRADE LEVEL: 3-5

DOMAIN: SELF
GOAL NUMBER: 1.4
OBJECTIVE: The individual will identify reasons for persons to set differing goals.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
Discuss with the student weaknesses and strengths of doing this activity. Discuss how one's progress could help him in school. * *(Teacher could use counselor or reading consultant to discuss this with the individual students.)	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.1 The individual will understand that education and work are interrelated.
The individual will begin to understand that different kinds of work will require varying degrees and types of educational preparation.
OBJECTIVE: The individual will be able to match occupations to educational preparation.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Have student construct a mobile using any job and its requirements as moving parts of the mobile. (Stabiles may also be used.)	Have a student give a speech about a job he would like, telling about the education he will need to fulfill it.
2. Interview a person in the community. Have him explain the educational requirements of his job.	Given a specific occupation and its compentency requirements, the student will tell how this will influence his educational preparation.
3. Choose five or more jobs in which the student is interested and show the education required for each.	**Write an essay on "How job requirements affect one's type of education."**

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.1
OBJECTIVE: The individual will be able to recognize that there are many kinds of schools for career training.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Discussion: How did your family prepare you for school? (Ex. Dressing, meals, route to school, Etc.)	Collect occupational pictures and discuss what educational needs are required.
2. Read books or stories that bring out the various types of education for work. (experience, apprenticeship, technical school, college)	Use map of local area to locate all schools at all levels.
3. Collect advertising materials, (circulars, ads, trade journals) in relation to kinds of schools.	
4. List types of schools in the area. Make chart of schools from Activity #2.	
5. Take students on a trip to see as many types of schools as possible. Make arrangements to tour a local college and technical school.	

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.2 The individual will understand that occupations and life styles are influenced by environmental variables.
The individual will understand that the jobs people have and the way they live are affected by the community.

OBJECTIVE: The individual will be able to discuss several occupations affecting the life style of himself and his family.

ACTIVITIES	OUTCOMES
1. In the center of a 12 x 18 (or larger) piece of tagboard print "Me: When I Grow Up" and place a sketch or photograph, (put the title on two lines.) On both sides of the title, attach three 3 x 5 index cards. These six cards are to be labeled as follows: family recreation, family occupation, school interests, my future recreation, my future occupation, and my future interests. Write a short paragraph on each of the appropriate cards. When student has finished his chart, have him discuss or write on how each of the areas relate to him in the middle and to each other. (This activity can be extended over several days.)	The student is able to explain that his present and past may influence his future in various areas.
2. Without using a dictionary or glossary, define the word "work". Read or have read the different definitions. Encourage constructive comments and criticisms.	The pupil is able to write his definition of the word "work" and can orally express his criticisms of other definitions.
3. Have the pupils answer several questions like: What would happen if: 1. No one cleaned the streets 2. No one removed the snow? 3. No one collected the garbage? 4. No one emptied our cesspools? 5. No one managed the city or town dump?	The pupil will be able to describe the situation that might exist if any of several less desirable occupations went unfilled.
4. Have students discuss how climate can affect the way people live and the kind of work they do.	Develop lists of environmental factors to discuss how they will affect a career.

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.3 The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment. The individual will understand that a satisfying career depends upon a good relationship between himself and his work.

SUBJECT AREA: SOCIAL STUDIES

OBJECTIVE: The individual will be able to identify the personal attributes necessary to obtain and maintain a job.

ACTIVITIES	OUTCOMES
1. Read about a career. What type of person is needed for this career? (class discussion)	
2. Make a particular job assessment chart (i.e. doctor) and tell what attributes a doctor needs.	
3. Student could make a self-assessment chart on interest, abilities, personality, and the careers he would like to pursue.	Develop lists of personal factors that influence a career.
4. Use a student-prepared tape recording of his readings where personal factors affected the person's choice of career.	
5. Have a class discussion including some or all of the following points. People have many kinds of careers. Every occupation contributes to society. Every individual can have a meaningful, rewarding career. People pursue careers for many reasons. Different occupations are interrelated in many ways.	
6. Following a class discussion of the different kinds of stores and shops students have visited or seen, work with your class in creating a "walking mailbox." Find a cardboard carton that will fit down over a student's body, leaving him room to move comfortably. It should rest on top of the wearer's head and reach his knees or lower. Help	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.3
OBJECTIVE: The individual will be able to identify the personal attributes necessary to obtain and maintain a job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
students cut an oval at the level of the eyes and mouth, large enough for Mister Mailbox to see and speak through. Cut a slot at about waist level, large enough to receive a "letter." Then have the students fix up the box with facial features, arms, and a uniform, using paint or construction paper cutouts. A child-size cardboard box, construction paper, scissors, paints. (Materials) Have students take turns being Mister Mailbox. Wearing his box, he goes from "shop" to "shop" - that is, from student to student collecting a piece of mail at every stop. Each of the other students imagines that he is a shopkeeper, asking for some service or some merchandise. As Mister Mailbox approaches, each shopkeeper slips his letter into the slot, and Mister Mailbox takes it in his hands. But he is a chatty sort. He stops and asks each shopkeeper some questions (which you may wish to write out for him as a reminder): What do you do all day? Do you like your job? Why? To whom are you writing? Why? Have some little talks with the class about occupations in the community, why people enjoy work, how they help each other. Observations: You can play a number of variations on this game. For instance, Mister Mailbox might be Miss Telephone Exchange, who places calls from one business	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.3
OBJECTIVE: The individual will be able to identify the personal attributes necessary to obtain and maintain a job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES

person to another, and the letters might be role-play telephone conversations about goods and services required. She, too, might be a chatty type who asks callers about themselves. Other possible characters are Man from Mars and Mr. Truck Driver. Encourage students to develop their own imaginary characters as new careers are explored.

7. Materials: Large filing cards
Arrange for the class to visit a construction site, observe the many occupations involved, and, if possible, talk with some of the workmen (architect, surveyor, mason, bricklayer, plumber, bulldozer operator, crane operator, electrician, tile setter, roofer, plasterer, welder, interior decorator).

Back in the classroom, the student's findings may be applied or demonstrated in numerous ways. For example, after the class creates a list of the occupations they observed, students might create riddles for each, like these:

I make drawings and blueprints of many sizes.
You need me for every building that rises.
I put in the pipes so water will run.
In every building my job must be done.
I use concrete and mortar in the job I do.
I work with bricks and stone, too.
I work with colors like whites and blues.
I finish buildings in the shades you choose.

Distribute filing cards and have students write their riddles on one side and the answers on the other. Put the cards in a "riddle box" for leisure activity.

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.3
OBJECTIVE: The individual will be able to identify the personal attributes necessary to obtain and maintain a job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
Introduce the "Blow Your Own Horn" game by selecting one construction occupation and showing the class how you can brag about it. Tell them why your particular job is the most important of all. Be dramatic. Then have the students select occupations and brag to the class as you did. Urge them to be effusive, to "pull out all the stops." Later, explore the ways in which these occupations are really interrelated and interdependent. You might ask students to bring from home an example of a hobby or an interest they are involved in (making a birdhouse, building a model car, making puppets). Provide time for each student to explain how this interest might lead to a career in construction and to describe the satisfaction he derives from the activity. Observations: Mary Fickel's fourth-grade students at the Brooklyn Park Elementary School, Anne Arundel County, Maryland, took advantage of the construction of a new building on the school grounds to acquaint themselves with the various occupations involved in the project. Mary observed that one student known for bragging about the negative aspects of his personality, discovered a positive use for bragging. His pride in "his" occupation - driving a bulldozer - helped others look at construction jobs in a new light. In addition, some shy youngsters experienced a moment in the limelight. The classes of Rita Bloom and Mary Lynn Post, Fanny Hillers School, Hackensack, New Jersey, developed another approach to studying careers related to home	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.3
OBJECTIVE: The individual will be able to identify the personal attributes necessary to obtain and maintain a job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
construction. After studying the various ways in which homes are constructed in different climate zones, they visited a construction site and observed the process of building a wood frame house. Following this experience, they spent time with a local high school woodworking class and participated in some of the activities involved in the construction of scale model houses. They learned to handle saws, hammers, vices, and drills, and participated in measuring and fitting sections together. In their own classroom, the children used scrap lumber to make their own models - birdhouses, doghouses, tables, and furnishings, as well as homes.	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.3
OBJECTIVE: The individual will be able to explain ways in which an individual can obtain personal satisfaction from his occupation.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Have student make a scrapbook of articles and pictures from newspapers and magazines. This should reflect his interests and abilities. Discuss periodically his selections as to what and why. Have students compare with each other.	The student is able to understand that there is a relationship between what he thinks of himself and what he does.
2. Write anagrams using letter of his name. Think of action words. Example: (T)hrow (O)rder (M)anage	
3. Then the student should use the words in a sentence to himself.	
4. The student should keep a daily diary; put in good and bad things about himself. At the end of a given time period, he should write a paper entitled, "Me-The Good Guy," or "Me-The Bad Guy," using descriptions from his diary.	
5. Resources: School (Large white paper, tempra paint, No. 7 brushes) Have students make a painting of their mothers or fathers doing what the student considers to be their most important jobs. Teacher should stress largeness of figures and fitting picture parts together. The class should view the completed paintings and discuss the importance of the work illustrated in the paintings.	Students will have expressed their judgments concerning the worth of their parents' efforts to provide for them.
6. Have students select an occupation in which he is interested and ask him to list as many reasons as he can for having pride in his choice.	

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4 The individual will understand the structure of the World of Work.
The individual will understand that there are many kinds of occupations and responsibilities varying responsibilities within an occupation.

OBJECTIVE: The individual will be able to name a variety of occupations in his community and to describe some of the duties and rewards of each.

ACTIVITIES	OUTCOMES
1. Remind your students of the very regular stages through which they pass as they go through school. Not only are their grades numbered, but schools are ranked by the terms primary, elementary, middle, junior, high, preparatory, college, university, graduate. In college, classes are ranked by the terms freshman, sophomore and so on. Ask students to give examples of similar numbering and ranking in the working world. Initially you might prompt them to draw parallels with the military, since the status system is somewhat similar to that in schools. Not only are there noncommissioned ratings, with titles and numerical rankings within the titles comparable to those in the school system, and not only are there commissioned ranks with an array of titles comparable to college class ranks, but there is a sharp demarcation of status between noncommissioned and commissioned personnel. This is somewhat similar to the contrast in status between public school and college students. Guide the class into the observation that, in the case of both college and officer status, the ranking individual usually is assumed to have conspicuous initiative, opportunity, and capability. Probably you will want to explore with your class the occasional misfiring of these assumptions; that is, individuals who are highly capable fail to gain rank.	

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will be able to name a variety of occupations in his community and to describe some of the duties and rewards of each.

ACTIVITIES	OUTCOMES
Lead the discussion into civilian occupations, and begin to observe with students the parallels in the civil service, in corporations, in almost every organization. Discuss the status division between workers and management, as well as levels of responsibility and authority up and down the ranks. Note the systems of numerical grade rankings and titles that are commonly used. At every opportunity, guide the conversation to personality traits, native abilities, and the education and training requisite for progressing up the career ladder. Observations: As you conduct this exercise, you will find numerous opportunities for follow-on and supportive assignments. The subject lends itself to graphic display--to charts, graphs, posters and the like. Some students may be interested in the statistical aspects of organizational structure. Others may be challenged to do in-depth reports on certain career questions. 2. Materials: A collection of headgear representative of various occupations (policeman's hat, construction worker's hard hat, nurse's cap, fireman's hat, football helmet, army cap, sailor's hat, chef's hat); materials for making paper headgear. Have your class help you collect occupational headgear by borrowing hats from parents, relatives and family friends.	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will be able to name a variety of occupations in his community and to describe some of the duties and rewards of each.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
When you are ready to have the class play "Lids for Kids," place the hats in a large box or bag. Have the students draw them out one at a time, as if from a grab bag, and tell where they have seen someone wearing the hat, what the person did, and how he contributed to the functioning of the community. Since many hats are similar in appearance (for example, those worn by an army officer and an airline pilot), students may ascribe several occupations to a single piece of headgear. When this happens, encourage students to demonstrate the occupations they associate with each hat. Also, discuss with them the ways in which occupations differ--their requirements and their rewards to the worker. You might invite them to act out certain occupations in role-play situations. The students might enjoy making their own occupational hats by coloring, folding, and pasting paper or cardboard. Observations: Hats may be used in a variety of other ways. They might serve as props for interpretive dance, original playlets, or mock interviews. Your class might be interested in setting up displays showing the variety of occupations that correspond to types of hats. Footwear, uniforms, other equipment, and pictures may be added to these displays.	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will be able to name a variety of occupations in his community and to describe some of the duties and rewards of each.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
3. WE RUN THE TOWN - Concepts: People have many kinds of careers. Every occupation contributes to society. Every individual can have a meaningful, rewarding career. Every person is an individual, with different abilities, interests, needs, values. Performance Objective: The student will be able to name a variety of occupations in his community and to describe some of the duties and rewards of each. Materials: A map of the community, pins, colored paper for making flags. Attach a street map of your community to a wall at a height that students can reach. Have students locate landmarks, their homes, homes of relatives and family friends. Ask them to show you what routes they take to get to familiar places. Make a little flag with the word school printed on it, and put a pin through the flag. Have students help you find the address of your school, and pin the flag to the appropriate address on the map. Ask a student to show you where his father, mother, or other relative works. Have the class observe as you help him make a flag, print his last name on it, put a pin through it, and place it on the map at the right address. Ask him to describe what his father, mother, or other relative does. Do the same for other members of his family.	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will be able to name a variety of occupations in his community and to describe some of the duties and rewards of each.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
Guide the rest of the class in making flags and attaching them to the map. As each student places a flag on the map, have him describe the work of the person he is pinpointing. When the map has been "decorated" with all "our" contributions to the functioning of the community, stand back with your class and admire "us." Talk about the many things there are to do in the world and what "we" would like to do when we grow up and why. In addition, place a map of Main Street or the downtown area of your community on the wall. Have the students pinpoint all the local merchants who serve the community. Color key the various establishments into groups, such as essential services, leisure commodities, retail items, repair services, manufacturing, professional services. Have the students discuss why some of these businesses or professions are all clustered together, while others are not. Observations: Maps can be used by older students to supplement several different career-inquiry activities. Students might locate places that provide health goods and services; places that provide educational and training opportunities for professional, technical, and managerial occupations; industries that contribute to the local economy or that are being phased out; and so forth. 4. Materials: Large sheets of poster paper, scissors, paste, paint, stapler, tape, stuffing material (rags,	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL: 2.4
OBJECTIVE: The individual will be able to name a variety of occupations in his community and to describe some of the duties and rewards of each.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES

scrap paper, newsprint)

Ask students to select their favorite current career interest and to describe it for the class. Where will they work? What responsibilities will they have? How much and what kind of training will they need? What aspects of the career appeal to them most?

Propose that the class create a display showing the variety of careers class members predict for themselves. Suggest that life-size figures (a la Madam Tussaud's Wax Gallery) could be developed. Describe how this might be done.

Have the students trace one another, making silhouettes on poster paper. Then have them make a duplicate (to become the back view).

Guide the class in using paint, scraps of material, and other items (buttons, implements, etc.) brought from home to "dress" the silhouettes in appropriate "future" garb. Help the students staple or tape back and front views together, stuffing the figure with rags, scrap paper, or newsprint. Mount the figures on the walls or in other, little-used places.

In group discussions, explore with the students their personal traits and experiences that may have led them to choose their careers. Suggest that the displays might be more meaningful to people visiting the room if each one is accompanied by some information about the career. Encourage each student to write up a description of the native abilities, personal traits, and education or training required by the occupation he has chosen.

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will be able to name a variety of occupations in his community and to describe some of the duties and rewards of each.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
You may wish to ask that the figures be moved about and displayed in various groupings on the walls to provoke discussion of the interrelationships among occupations. Observations: Paper sculptures may become the focus for a number of language arts experiences. Students might write poems about what their future will bring, essays comparing the career as it was in the past and as it might be in the future, plays or skits demonstrating the interrelationships among the represented occupations, tape recorded tour guides to be used by visitors to their sculpture gallery. If making life-size figures is not feasible because of the size of the classroom or the number of children, you may wish to consult with your art colleague and introduce other structural techniques, such as papermache.	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE

SUBJECT AREA: SOCIAL STUDIES

GOAL NUMBER: 2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time.

The individual will understand that his choice of work will affect his amount of leisure time.

OBJECTIVE: The individual will be able to present significant observations about his own personality and life style and to relate these observations to possible choices of career and leisure activities.

ACTIVITIES	OUTCOMES
1. Materials: Pictures of people at work and play, discarded picture magazines for snipping. Ask the students to bring from home some pictures of people doing things. Have available some pictures that show people at play, and others in which people are working at jobs that appear to be fun--playing professional sports, driving a locomotive, hosing a fire, etc. Place three large captions side by side at the top of a bulletin or flannel board - "Work," "Play," and "Both." From your collection of pictures, select one that shows people at play. Invite the students to identify it as work or play. Attach it to the board below the "Play" caption. Do the same for a "Work" picture. Then choose a picture that could fit both the work and play categories. Show it to the students and encourage them to compare the activity it portrays with the activities shown in the other two illustrations. When they decide that the picture could be placed in either column, ask someone to post it in the "Both" column. Then have students find examples among their own pictures of activities that belong to each of the three	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.5
OBJECTIVE: The individual will be able to present significant observations about his own personality and life style and to relate these observations to possible choices of career and leisure activities.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
categories. Ask them to attach their pictures to the board and to discuss the reasons for the placement of each. Talk about work, how and why it differs from play, why people work if not for fun. Help students think of situations in which the "fun" might come a long time after the work - like being able to play the piano well after years of practice. If necessary, describe some adult experiences - getting paid at the end of the month, earning a degree after four years of college, winning the championship after months of hard training, gaining the respect of friends and fellow workers after proving yourself at some difficult task. Also discuss the idea that even if a person does not enjoy his work he may enjoy his colleagues or the feeling of having done some part of his job well. Perhaps he even enjoys complaining about his work!	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.5
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. After your talks, you may wish to have students look through scrap magazines for more examples of each category.	
Observations: Parents may be interested in this activity, since it is relevant to the problem of chores at home. Take snapshots of the board to send home with the students or invite parents to sit in on one of your "work and play" sessions.	
You might adapt the "work and play" idea in conducting periodic evaluations of school activities. Ask students to draw pictures of themselves involved in different types of schoolwork and to post the results below captions such as "Hard Work," "Fun Work," and "Both." After students have explained why they placed their pictures where they did, discuss ways in which some "Hard Work" activities might be modified to fit the other two categories. Try some of the suggestions or have students act as "student teachers" and test the ideas.	
2. List in a column your family's leisure time activities. Across from this list indicate your own leisure time activities.	Teacher should observe whether the student can relate his activities to those of his family.
Now look at the list and determine whether or not your family activities influenced your interests.	
3. The student will express through role playing kinds of behavior and feelings learned at work.	
4. Students will do a project to find out how self discipline is needed to complete the project. (Art, a subject area report, etc.)	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.5
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
5. Students will express through role playing how rules and regulations result in more structured work and play activities.	
6. Give each student a piece of graph paper allowing time segments of either five minutes, ten minutes, thirty minutes, or one hour depending upon the detail desired. Have each student log the time spent during his school day. On the following day have the logs discussed with suggestions for improvement.	
7. Unfinished stories would be presented to the students which would require them to fit into their busy schedules. - Time for an important event in which they must participate. Have each student finish the story in his own way.	
8. Students will discuss (panel discussion) and try to discover how income derived from occupation allows participation in leisure time activities.	
9. They will research how leisure time is spent in other cultures.	
10. Do a personal financial budget for one life-style. Put an arbitrary amount on the board ($500). Apply to a vocation in a certain job area. Draw conclusions, i.e. recreation, housing costs, food. Another way to approach this activity would be to use arbitrary incomes from lower, middle and upper class society.	
11. Use older student as a resource person to illustrate how part-time jobs have influenced his life style (paper boy, candy striper, janitor's helper)	A student will use an older brother, sister or friend, and explain how their first job influenced their life-style.

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.5
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
12. Write a short essay, "A Day in the Life of ________" (Someone you idolize), telling what his career is like.	This may be an oral or written report.
13. Do a biographical sketch on a person who has influenced a student. Choose one whose life-style has changed. (i.e. Bob Long, who now runs Pizza Huts.)	
14. Do an original theme, "Life-Styles in the Year 2000" or "What Life Styles Will be Like When I graduate From High School."	
15. Write a paragraph on what your father's or mother's occupation is and how they or the rest of the family are affected by it (hours spent together, home surroundings, recreation or leisure time, etc.). When students are finished, or the following day, have them re-read what they have written and add another paragraph on whether they would like to do the same type of work. What would they change if they could and how might it affect them?	The student will be able to relate the occupation(s) of members of the family to his life style.
16. Draw a picture showing where you would like to live and some of the things you would like to have and do when you grow up (home, hobbies, pets, transportation, etc.) When the picture is finished, write a brief paragraph on what type of occupation you might have to fit that picture and why that occupation is necessary.	The student will be able to explain that the way he wants to live might be an influence on the occupation he will need to choose.
17. Have student list as many ways as possible in which his father's occupation influences him and his family's life style.	The student will be able to see that occupations affect life style.

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.5
OBJECTIVE: The individual will be able to identify a variety of considerations involved in choosing a career.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Have the students pick any three jobs shown on the bulletin board that they would like. Have the student list two reasons why he would like each job. Make a list of the choices that the class has made. Discussion that follows should deal with the different interests, abilities, attitudes, values, and aptitudes that different individuals have.	The student will be able to explain orally that not everyone likes the same things and why different people like different things.
2. Divide the class into two groups. One group will deal with activities as play; the other will deal with activities as work. Have a play idea and work idea box. Each box will contain the same ideas. A student from the play group may select an idea such as fishing from the play box. Another student in the work group will also have fishing but as a work activity. After each student chooses one idea, he writes a riddle about his activity as work or as play. Some suggested ideas to use are fishing, hunting, driving cars or trucks, building things, collecting rocks, growing plants.	The student will be able to write a riddle portraying his activity from the idea box as work or play.
3. At the beginning of the school year, have the pupils complete a self-interest inventory concerning such things as pets, food, school subjects, friends, sports and heroes. Have the same inventory completed at mid-year and at the end of the year. Point out at the end of the year that some of the responses have changed.	The pupil will be able to recognize that personal interests and preferences may be changeable.
4. Plan a "guess who" day when each student comes to school dressed in a costume of a worker of his choice. Have the class figure out the workers and the major duties and responsibilities of their occupations.	The student will be able to portray a worker by dressing in a costume.

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.5
OBJECTIVE: The individual will be able to identify a variety of considerations involved in choosing a career.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
5. Tell class that you will invite some school workers to the classroom to tell about their jobs. Add questions to chart of things students wish to know. The chart may read: 1. Why did you choose this job? 2. What do you like or dislike about your job? 3. Do you work mostly indoors or outdoors? 4. Do you work mostly with people or things? 5. Do you talk and listen much? 6. Do you read and write much? 7. Do you use math much?	The student will be able to name the duties ard responsibilities of a particular worker. Students will suggest questions to be asked of school workers.
Materials: (1) chart (2) felt pen	
6. Show film. Then discuss characteristics of the students job which are similar to school workers jobs, e.g., 1. Being on Time 2. Observing Rules 3. Doing One's Part 4. Accepting Responsibility	Student will state how his job is similar to school workers' jobs.
Materials: Film: "Going to School is Your Job" (col.) (P) Journal Films, 1964	

GRADE LEVEL: 3-5

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.5
OBJECTIVE: The individual will be able to describe the adult education and training in his community.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
Mexico, Mo. Voc. School Filmstrip School Rep. (TV) (Poster) Materials	
Sheltered Handy Cap. Mexico, Mo. Filmstrip (Rep) Posters (TV)	
Missouri Univ. Extension Columbia, Mo. Film Filmstrips (Posters Materials)	
Adult Education for Drop Outs Montgomery City R-II High (Poster Materials) (Tape Recorder) Film	
Adult Education (Voc.) Montgomery R-II Film Tape Recorder (Poster Materials)	
Missouri Conservation Adult Classes Film Tape Recorder Poster Materials	
U.S. Forest Service Poster Materials Film	
U.S. Ag. Service Poster Materials Film	

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING

SUBJECT AREA: SOCIAL STUDIES

GOAL NUMBER: 3.1 The individual will understand that life career develops through direction and is a life-long process.

The individual will understand that the preparation he makes will affect his life career.

OBJECTIVE: The individual will be able to identify the various educational levels and occupations available at the completion of each level.

ACTIVITIES

1. Student lists personal weakness which they feel can be improved on. Evaluate after two weeks.

2. Pantomime of jobs in music.

3. List things and discuss what students like to do related to a variety of jobs. (Jobbies)

4. Occupational Research (Ex. paper boy) Use interviews with older students who have newspaper routes to acquaint students with training and responsibilities involved with "first jobs".

5. Panel discussion on assets and limitations, and how to use them on a job.

Concepts: Every person is an individual, with different abilities, interests, needs, values. Every individual develops a personal "style," which he can fulfill in a career with a similar "style". People pursue careers for many reasons. A person may be suited for several different careers. The choice of a career usually involves a compromise between greater and lesser needs.

Performance Objective: The student will be able to express a variety of career preferences and some insight into his choices.

Materials: Paper bags big enough to fit over students' heads, discarded magazines from which children can cut

OUTCOMES

List or explain how one of your parents qualifies physically for their job.

Write short theme; completing these sentences: I may qualify physically for this job because: ______________

I may not qualify physically for this job because: ______________.

List five jobs suitable for your personal preference and five jobs not suitable for your personal preference.

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE: The individual will be able to identify the various educational levels and occupations available at the completion of each level.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
career-related pictures. Tell the students that they are going to make "their own bags." Ask them to go through old magazines and clip out numerous pictures representing careers they might like and careers they might dislike. Demonstrate to the students how they might paste the pictures representing their likes on one side of a paper bag and those they dislike on the other.	

DOMAIN: CAREER PLANNING
GRADE LEVEL: 3-5
GOAL NUMBER: 3.1
OBJECTIVE: The individual will be able to express a variety of career preferences and the preparation needed for each.
SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Materials: A collection of reference books and readings about the world of work. Adapt the television show "What's My Line?" to your career-exploration program. Announce that the class will be playing the game in a few days and that they should make some preparations. Have a student describe how the game works. Make arrangements for students to watch the show, if they have not all seen it. Ask each student to choose an occupation that will be known to all students and to write a brief description of his duties and his working environment. The description should state whether the occupation deals mainly with people, animals, things, or ideas. The student should make two copies, one for you and one for the master of ceremonies. For the first session, have the group select a master of ceremonies and a scorekeeper. Divide the rest of the class into two panels, seated facing each other. They will take turns sending a representative to stump the opposing panel. Each panel may ask twenty questions in an attempt to guess the occupation. Questions must be asked in such a way that they can be answered with a single word - "Yes," "No," "Sometimes," "Partly." The members of the panel may consult among themselves before asking questions. They score one point if they succeed in guessing the "line" in twenty or fewer questions, no points if they fail. Talk with the students about the best mode of questioning. Groups should begin with fairly broad questions and	

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE: The individual will be able to express a variety of career preferences and the preparation needed for each.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES

gradually narrow them down. Give some examples like these: Do you work indoors more than you work outdoors? Do you work indoors only? Do you work mostly in the city, rather than in the country? Do you do routine work more than creative work? Is it entirely routine work? Are there many people in your occupation? Do you earn less than $10,000 per year? Do you work in the medical field? Industrial field? Are you a...nurses' aide?

At the beginning of the game, have the first "worker" give copies of his or her occupation description to you and to the master of ceremonies. The emcee should read quickly through the description so that he can make judgments about ambiguous questions and answers. He will then state whether the occupation deals mainly with people, animals, things, or ideas, and announce the beginning of play.

Until the students become accustomed to posing questions that can be answered with a single word, intervene as necessary to get them on the track.

Interrupt the game when it begins to lose impact and plan to play it again later. Select a different emcee and scorekeeper if the class wishes.

If the game seems profitable and you choose to repeat it, urge students to search for more and more "far out" occupations. This will emphasize one of the aims of the activity--which is to alert students to the sheer diversity of useful and rewarding jobs out there in the world.

At intervals, have some conversations with the class about the similarities and contrasts among occupations

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
in terms of skills, preparation, rewards, prestige, income, etc. Observations: Many teachers have used variants of "What's My Line?" in their career-exploration programs. Other games that lend themselves to reviewing or to communicating information are "20 Questions" and "Charades." Students might enjoy creating additional, original games involving career information. The procedure described here was adapted from an activity developed by the Utah State Board of Education. 2. Materials: A long piece of heavy colored cord or rope, adhesive tape, miscellaneous magazines containing pictures, mail-order catalogs. Ask students to help you attach a cord or rope in a continuous "lifeline" around two or three walls of the room. Consult with them about dividing it into "the ages of man." Suggest that they mark off the line in sections representing five years, beginning at five and ending at ninety-five. Ask students to describe the differing needs of people of all ages. They should know the physical and emotional fulfillments people seek at different stages in their lives. Prompt the class to begin cutting out pictures that represent these variant needs and taping them at the appropriate age points along the lifeline. At first your class will probably think largely about physical fulfillments. Allow them to tape up pictures of ice cream for kids, motor bikes for teen-agers, house and station wagons for mothers and fathers, rocking chairs for grandmothers. Then gradually begin to raise other issues. What kinds of recreation do people like? Dancing?	

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
At what age? Sitting on the front porch? At what age? As you move into more abstract matters, suggest that the students make drawings or lettered captions to show their ideas when they cannot find suitable pictures. What kinds of schools might people go to at what ages? How much income do people need? When? Why? What kinds of working situations can people expect at different ages? What jobs would they enjoy? What levels of authority might they reach? What kinds of honors might they receive at different ages? Athletic prizes? Honorary degrees? Continue to stimulate ideas by asking strategic questions like these. Talk about the pictures and captions as students tape them to the lifeline. Test their decisions with questions. Add pictures and captions of your own, explaining your thoughts behind each one. Point out needs, such as food and companionship, that are present at all ages, but with subtle contrasts. Get into a little philosophy of living as it relates to career style. This activity can continue over an indefinite period, gaining meaning as the mural of "the ages of man" grows more complex. In fact, it will probably have greater impact and produce richer learnings if it is neglected for several days at a time and taken up when the students can bring fresh perspectives to it. Observations: If the necessary equipment is available and your students have the inclination, suggest that the lifeline would provide a natural plot for a little movie. Your "cameraman" might pan very slowly along	

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
the lifeline, panning up and down to focus on noteworthy pictures or captions, perhaps zooming ~~in on~~ especially significant items. A "sound track" commentary, written by the class and either read live or tape recorded, could easily be synchronized with the film. Interested students might develop supplementary charts illustrating the importance of age in the performance of particular jobs, such as newspaper boy, professional athlete, astronaut, heart surgeon. Another group might develop a complementary chart showing the education and training required for each occupation and the junior high school courses that are particularly relevant to each occupation.	

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.2 The individual will understand that abilities, aptitudes, interests and personality affect career planning and development.
The individual will understand that his personality and what he can do will affect the development of his career.

SUBJECT AREA: SOCIAL STUDIES

OBJECTIVE: The individual will be able to compare numerous occupations and accomplishments that each requires.

ACTIVITIES	OUTCOMES
1. Have younger students (K, 1st, 2nd, 3rd, Etc.) tell what they want to be--and have the older students visit these rooms and make an inventory of the career sequence compared with themselves. Later, have junior and senior high come in and tell what they want to do.	Choose an occupation and list the training and education choices he needs to consider in planning for this occupation.
2. Arrange conference with teacher and guidance counselor in regard to career decisions, ~~or~~ what variables will affect him.	List the changes and influences that happen in the developmental phases of setting goals.
3. Small group brainstorming on "Variables of Careers." Then compile a master list for whole class.	
4. Have students make lists of personal skills, abilities, etc.	

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE: The student will be able to give instances of the way an individual's personality and abilities may play a part in his selection of a career.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES

1. Students in small groups discuss what might happen if: "Bill tries to ride a bike before learning to ride a tricycle."
"Sue jumps into the deep water even though she cannot swim."
"First grader Tom plays tackle football with the sixth graders."
Do these people have proper attitudes about themselves
How will they feel?
How can they improve their attitudes?

View film on growing up.

2. Materials: Books, kits, resource guides, and other materials presenting information on a variety of careers; art materials.

Have students develop a list of glamorous, exciting careers that appeal to them. Such a list might resemble the following.

Sky diver
Race-car driver
Jockey
Popular singer
Actor and actress
Stewardess
Rodeo rider
Deep-sea diver

Movie stunt man or woman
Test pilot
Model
Detective
Professional sportsman
Talk-show moderator
Circus performer
Game warden

Suggest that each student select one of the careers to explore in greater depth. Research methods might include writing to well-known persons engaged in the career, watching movies, television features, and

OUTCOMES

Student will understand and identify emotions.

List activities shown in the movie which displayed "growin-up"

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE: The student will be able to give instances of the way an individual's personality and abilities may play a part in his selection of a career.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
talk shows related the career, scouring articles, books, occupational information guides, and kits, talking with respected adults.	

On the chalkboard, write, "Colorful living takes masterful planning." Ask students to react. Allow them to interpret the remark in whatever way they wish. Then gradually turn the conversation to careers or occupations to which this statement might apply. Suggestions might include:

- Interior decorating
- Upholstering
- Furniture design
- Painting (oil, water-color, etc.)
- Fabric and rug designing
- Clothing design
- Window display
- Set and costume design
- Cosmetology
- Film making
- Photography and advertising
- Packaging design (for products)
- Landscaping
- Floral arrangements
- Gem setting
- Homemaking

Provide students with a variety of experiences that will allow them to "get the feel" of several color-focused occupations. If possible, invite representatives of each occupation to take part in the experiences as consultants and as participants in follow-up discussions. "Hands-on" experiences might include:

Have students examine their own natural coloring and do some experiments to discover how their personal appearance is enhanced by certain colors in their clothing and surroundings. They might also experiment with different lighting effects

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
and cosmetics. Guide them to the realization that these color-discrimination skills are required in dress designing, window-display designing, cosmetology, make-up art, and numerous other professions. Ask students to collect fabric swatches, paint-sample chips, wallpaper, scraps of Formica paneling, tile, rug, stone, brick, shingle, and so forth. Place these in a "resource center" from which students may draw to decorate model homes or "dream rooms" they have constructed. Point out that color-coordinating is an occupational skill of interior decorators, artist-painters, set designers, etc. Invite students to help you develop a bulletin-board display illustrating various color solutions to problems of room size; exposure to sun; patterns of design; personal preference; large areas and accent pieces; collectors' items and heirlooms; unifying a room, house or apartment; mood of living area; personality of decorator; character of house and lot. Examples of occupational application of color awareness include various staff members of interior decorating and home-improvement magazines. Arrange for students to visit model homes and apartments, furniture showrooms, new industrial parks where buildings and grounds have been designed with attention to color, texture, shape, and space. If possible, students might interview designers and discuss not only the problems encountered in designing and how such problems are solved, but also the qualifications, responsibilities, and satisfactions of the occupation. Students might also	

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
interview prospective home buyers, apartment renters, furniture buyers, and workers in the industrial parks about how color influence their daily lives.	

Culminating activities that help students become aware of their developing "eye" might take several forms:

Show slides, filmstrips, or color photographs demonstrating the use and abuse of color. Students might form panels of "experts" and evaluate each picture, pointing out sound, creative uses of color and color principles and making suggestions for changes in poor examples.

Investigate "way out" interior decorators, fashion designers, and so forth. To what do they owe their success? Discuss inherent ability, training, service, years of experience, wealth of materials, inspiration, work. Distribute black and white photos (from newspapers, magazines, and other sources) of "way out" creations and have students develop one or more color schemes for each.

Have students take color slides or snapshots that demonstrate good or unusual color harmony in nature. Combine results to create a resource book or a sound and slide presentation for use by other classes.

In addition to exploring training requirements, amount and regularity of income, and working conditions, encourage students to develop lists of attributes-physical, intellectual, emotional, social-required of a person involved in the career being explored. Suggest that students privately evaluate themselves in relation to these attributes.

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE:

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES

OUTCOMES

From their readings, from anecdotes they have heard, and from their imaginations, urge each student to draft a log of a typical day (and night) in the working life of his subject, including all the sitting around writing, the politicking, the haggling over money, and so on.

If possible, arrange for representatives of the "glamorous" occupations to speak with the class. Following each presentation, encourage students to question vistors about "the other side of the picture" regarding their jobs. What aspects of the occupation are routine, dull, annoying, frustrating, boring, mundane?

If appropriate guests cannot be found, students might role-play such a situation - each student assuming the part of someone involved in the occupation he has researched and discussing his or her life and work with the class.

Another method of communicating the results of research is to have students develop humorous drawings or stories about their "glamorous" careers. The materials should exaggerate job characteristics--both exciting and dull--and attributes required of persons in such occupations. After students have a browsing period and have viewed one another's work, initiate a general evaluation discussion in which students share their feelings about the exaggerated characteristics and note changes in their perspective of the "glamorousness" of the careers.

OBSERVATIONS: "Glamorous" careers may be studied as part of almost every curriculum area. For example, math and science classes might be interested in investigating astronomers, nuclear physicists, and people like Einstein and Madame Curie. English classes might investigate poets, free-lance writers, foreign correspondents, novelists. Social science classes

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
might focus on archaeologists, anthropologists, psychologists and psychiatrists.	
Students might also enjoy the challenge of exploring the "flip side"--that is, looking for glamorous elements in occupations not usually viewed as exciting.	
Resources: Film (#0087-"Am I Dependable" EAVI) View the film "AM I Dependable?" After the film, discuss the dependability aspect of work.	The student will list five ways he can be dependable.
Construct a collage of people in the area of sports who have become famous because of their abilities. or Construct a collage of people in any area of health who have become famous because of their work. Throughout the year, the students should be tested in physical fitness. They should be encouraged to practice and improve in these abilities. Make a progress chart noting those "most improved" in each area.	Presidential Physical Fitness Program Scale will be used as evaluative tool.

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.3 The individual will learn to accept full responsibility for his decisions.
The individual will understand that he will be responsible for his decisions.

OBJECTIVE: The individual will list decisions made prior to reaching a specific goal.

ACTIVITIES	OUTCOMES
Throughout the year ask individual students to complete simple tasks involving self-discipline (i.e. deliver a verbal message to the principal promptly with responses).	The teacher will evaluate how well or how poorly the students underscored the values of dignity and worth.
Try to involve as many different students in a variety of activities, each appropriate to the student involved. Another example might be trusting the class or individuals to work independently or to work in the absence of the teacher.	
Correction or praise should be given as each situation warrants. At this time, stress the ideas of dignity and worth in completing a simple task.	
Have the pupils write a one paragraph theme entitled "My Daydream." Have them describe the kind of home and fixtures they would like to live with when they are adults.	
Have the paragraphs read to the class and have the other class members discuss the ways that the things desired might be obtained.	Student should be able to relate occupations to his personal likes and dislikes.
View the film "Evan's Corner" or read the story from Houghton Mifflin's "Rewards" level. (Grade 2) After the film, ask if the students would rather be alone or with someone most of the time. Then have them determine (from their answers) if their occupational goals are more directed toward producing goods or services.	The student is able to express in writing some of his material aspirations. The student should realize that contact with others will have an influence upon his occupational choice.

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.3
OBJECTIVE: The individual will identify how present decisions will affect his decisions.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Interview retirees or Senior citizens. 2. Robert Frost's "Road to Taken"--"Idea What I Might Have Been"	Collect newspaper articles showing how an employee got his job. Include his career development, education, Etc.
3. Find resource speaker who will illustrate how his career development related to his past experience and decisions.	Give a book report from a biography of a famous person--Show how his decision and career choices helped him.
4. Open forum, extemporaneous discussion of criminal acts and how they affect jobs. (EX--shoplifting--what effect would this have on your career; article in newspaper, magazine).	
5. Have case workers or probation officers who work with young people speak about their experiences.	The student will be able to relate a number of first-hand experiences with jobs and working people that significantly influence his career decision-making.
6. Materials: Local business and professional directories.	
Lead your students into a discussion of the human resources for career research available to them in the community. Give some examples from your experience of retired professional men and women who have an interest in young people and who can draw on extensive experience in discussing the ins and outs of careers.	

GRADE LEVEL: 3-5

SUBJECT AREA: SOCIAL STUDIES

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4 The individual will understand the environmental influences which affect the selection of and training for his occupation.
The individual will understand that his community will affect his work.

OBJECTIVE: The individual will be able to develop a list of environmental factors in his community and discuss how they will affect his career.

ACTIVITIES	OUTCOMES
1. Student discussion of vocations which have been carried on from one generation to another.	List a number of environmental elements that would affect a career choice.
2. Interview: Have individual conference with student about environmental elements which could affect his choice of vocation.	
3. Discuss a number of environmental elements that could affect a career choice, i.e. climate, geography, educational institutions, family financial status, economics, family mobility, presence of large industry.	
4. Study of population distribution map, draw conclusions on the relationships of population density, and the career occupational choice of inhabitants.	
5. Teacher may read a section of biography, and students, through class discussion, talk about others and their career barriers and how they overcome them.	Use activity three and have students react.
6. Read sections of biography (marked by teacher) showing where an individual development career was impinged, such as Henry Ford or Wright Brothers. **Books:** Biographies **Cassette Tapes:** Women of Destiny "Helen Keller" "Clara Barton"	

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.4
OBJECTIVE: The individual will be able to develop a list of environmental factors in his community and discuss how they will affect his career

ACTIVITIES	OUTCOMES
"Florence Nightingale" "Madame Curie" "Juliette Lou" "Elizabeth Blackwell" "Amelia Earhart" "Betsy Ross" Educational Reading Services	
7. Give a first person report--teacher asks the questions and student takes part of biography character.	
8. Construct your life line (line of your life to date) giving reasons why you have changed your mind or why you have not changed your mind.	Interview a parent about his life at every five-year interval, starting at age 15 years of age, and discuss the results of his environment on his career.
9. View "Impact" film and have discussion about the affects that accidents have on the careers of the survivors.	Interview a person and relate in writing how his career was changed by personal or environmental factors.
10. Have a person whose life has been changed by individual or environmental factors speak to the class.	
11. Have students write an original skit to show how personal and environmental factors change a person's career.	

GRADE LEVEL: 3-5

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.4
OBJECTIVE: The individual will be able to identify and describe a number of occupations that have changed or developed recently in response to the need to improve man's use of the environment.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Trace development of an invention which has made a contribution to society; car, light bulb, plastic industry, space program (food, teflin dishes)	Recognize and show some degree of understanding that occupations exist for a purpose.
2. From a list of occupations offered by the class or teacher, have students, in groups of four, answer the question, "How does this occupation you have chosen help society progress?"	Given a specific occupation, list the contributions it has made to society.
3. Speaker with discussion of commercial art: promotion of product, designs, Etc.	The student will give an extemporaneous speech on "Occupations exist for a purpose."
4. Trace the development of health needs.	
5. Student interview people in an occupation. Analyze what conditions caused the need for this occupation? (EX silversmith, jewelry of Maya Indians)	
6. Make a product and sell it. (Could be applied to school needs i.e. bulletin boards in lockers, bake sale)	
7. Trace development of law enforcement agencies.	
8. Trace the development of newspapers.	
9. Invite parents or people in the community to come into the classroom to tell about their occupation. Question and answer period to follow.	Given a specific occupation, list the social needs which this occupation fulfills.
10. Discuss jobs observed in field trip to City Hall and other places.	Given a social need, list the specific occupations that have developed (or should be developed) to fulfill that need.

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.4
OBJECTIVE:

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
11. Brainstorming, "Why Do People Work?"	
12. Panel game: "What's My Line?"	
13. Trace the development of an invention (i.e. sewing machine; field of communication: stage coach, pony express, wireless telegraph). Explain how these inventions created jobs and helped society. Make a mural tracing of any of the above inventions.	

GRADE LEVEL: 3-5

SUBJECT
AREA: SOCIAL STUDIES

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.1 The individual will understand that he can learn to perform in a variety of occupations.
The individual will understand that he can perform successfully in a variety of jobs.
OBJECTIVE: The individual will be able to recognize and list a variety of occupations in which his individual potential can be developed and utilized.

ACTIVITIES	OUTCOMES
Say to your class something like: "All careers are a means of making a living but can you think of some other things that some kinds of work may mean to some people. For instance, I'll give you the name of an occupation and you tell me some of the satisfactions you think these people might receive from their jobs. An example might be that an artist might feel that he has created something beautiful and people might receive pleasure from his work."	The student will be able to write or verbalize some values (other than material) that may be derived from work.
1. Have student develop a list of occupations which require the same skills. (i.e. working with hands, key-punch, piano playing)	Student will list several occupations into which his individual potential might lead him.
2. Play a matching game with multiple choice list of occupations and related skills.	Student will list ways in which he can bring about changes in himself to fulfill a certain job: education, attitudes, personality, work experience.
3. Have a student write a self-inventory in three parts: What I'm Like, what others think I'm like, what I'd really like to be.	
4. Chart occupations and related skills. Show how development begins in grade schools.	
5. Create Career Charades Game.	
6. Create a job interview role playing situation between employer and employee. "This is what I want." (Employer) and "This is what I want." (Employee)	

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION

SUBJECT AREA: SOCIAL STUDIES

GOAL NUMBER: 4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career.
The individual will understand that his education and experiences will affect his life career.

OBJECTIVE: The individual will be able to identify the educational preparation required for his parent's occupations.

ACTIVITIES	OUTCOMES
1. Materials: A long piece of heavy colored cord or rope, adhesive tape, miscellaneous magazines containing pictures, mail-order catalogs. Ask students to help you attach a cord or rope in a continuous "lifeline" around two or three walls of the room. Consult with them about dividing it into "the ages of man." Suggest that they mark off the line in sections representing five years, beginning at five and ending at ninety-five. Ask students to describe the differing needs of people they know of all ages, the physical and emotional fulfillments people seek at different stages in their lives. Prompt the class to begin cutting out pictures that represent these variant needs and taping them at the appropriate age points along the lifeline. At first your class will probably think largely about physical fulfillments. Allow them to tape up ice cream for kids, motor bikes for teen-agers, house and station wagons for mothers and fathers, rocking chairs for grandmothers. Then gradually begin to raise other issues. What kinds of recreation do people like? Dancing? At what age? Sitting on the front porch? At what age? As you move into more abstract matters, suggest that the students make drawings or lettered captions to show their ideas when they cannot find suitable pictures.	

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.2
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
What kinds of schools might people go to at what ages? How much income do people need? When? Why? What kinds of working situations can people expect at different ages? What jobs would they enjoy? What levels of authority might they reach? What kinds of honors might they receive at different ages? Athletic prizes? Honorary degrees? Continue to stimulate ideas by asking strategic questions like these. Talk about the pictures and captions as students tape them to the lifeline. Test their decisions with questions. Add pictures and captions of your own, explaining your thoughts behind each one. Point out needs, such as food and companionship, that are present at all ages, but with subtle contrasts. Get into a little philosophy of living as it relates to career style. This activity can continue over an indefinite period, gaining meaning as the mural of "the ages of man" grows more complex. In fact, it will probably have greater impact and produce richer learnings if it is neglected for several days at a time and taken up when the students can bring fresh perspectives to it. Observations: If the necessary equipment is available and your students have the inclination, suggest that the lifeline would provide a natural plot for a little movie. Your "cameraman" might pan very slowly along the lifeline, panning up and down to focus on noteworthy pictures or captions, perhaps zooming in on especially significant items. A "sound track" commentary, written by the class and either read live or tape recorded, could easily be synchro-	

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.2
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
nized with the film.	
Interested students might develop supplementary charts illustrating the importance of age in the performance of particular jobs, such as newspaper boy, professional athlete, astronaut, heart surgeon. Another group might develop a complementary chart showing the education and training required for each occupation and the junior high school courses that are particularly relevant to each occupation.	
Discuss in class why people need to work.	The students will be able to orally list what they learned for the day.
Discuss why some people are unable to work because of ill health.	The students will be able to orally list eight reasons why they are in school.
Discuss "Why We Go To School."	
Illustrate or make a mural on "Why We Go To School."	
2. Materials: Maps, paper, cardboard, cutting tools, battery, electric wire, light bulb or electric bulb, and other materials as required.	
Initiate a group discussion about ways in which games might be used as learning tools. You might first focus on some of the commercial or home games the children have played (Monopoly, Scrabble, crossword puzzles, charades, etc.)	
Then introduce the idea that the group might invent some games. Suggest that these games focus on careers that require some knowledge of the subjects presently being studied in class.	

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.2
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES

Introduce one or two of the following games to the students to stimulate their thinking. Some may enjoy working with you to adapt the games to your class needs. Others may work independently or in small groups to develop different kinds of game ideas.

Where Will I Find Work? This game can be developed around a map of a geographic area. Have the students write the names of occupations on slips of paper, one name per paper, and place them in a large container. Shake the container well. Then have the students take turns drawing an occupation and fastening it to an appropriate place on the map, explaining the choice of location. For example:

I am a tugboat captain. I probably would live and work in a seaport city.

I am a corn farmer. I would live where the soil is rich and the climate is mild.

Astronaut or Zookeeper? For this matching game, students must develop two decks of cards. One deck contains clues about a career and problems the career person might have to solve. The cards in the second deck contain the career names on one side and the problem solutions on the other.

To play the game, the clue cards are placed in a pile face down. Answer cards are spread out to one side, with the career names visible. Have students take turns drawing clues, working the problems, and then selecting the matching career card and checking the answer.

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.2
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES

Here are some sample clues and problems:

I work with huge machines that contain mirrors, lenses, and sometimes cameras.

Today I discovered a new star. It takes light from the star 4000 seconds to reach the earth. How far away is that star?

Answer Astronomer 4000 x 186,000=744,000,000

I work with wild animals from all over the world. Part of my job is to collect information about the animals' eating, sleeping, breeding, playing, and hunting habits for people who need this sort of data or who are just curious. Today a student called me to find out how much a polar bear eats in a year. I gave him the figures for a day: 4 pounds of fish, 2 poiunds of mixed fruit and green vegetables, and approximately 10 bags of marshmallows (contributed by visitors). How can my caller figure out the polar bear's yearly consumption of each type of food?

Answer Zookeeper 4 x 365 = 1460 lbs. of fish
2 x 365 = 730 lbs. of fruit and vegetables
10 x 365 = 3650 bags of marshmallows

Out Fox the Memory Box: Students might construct a "memory" box or board on which a question terminal and correct-answer terminal are connected by a piece of insulated wire so that a light blinks or a bell rings when the correct answer is given. The box might challenge children simply to match items such as inventors and inventions they have studied in science.

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.2
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
Later the box might be wired to match career titles with educational requirements, or problem-solving situations with titles of occupations concerned with finding answers, or a variety of similar pairings. Circuit wiring should be changed periodically so that the memory box will test more than the childrens' ability to remember what terminals make the light or bell work. Observations: Initially student-made games might be used to review information and reinforce concepts. As students become more innovative, they might develop games that present new information. There are several television quiz games that might be used as models for student-made games.	

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.2
OBJECTIVE: The individual will be ab[illegible] to name 5 occupations a person can obtain immedia[illegible]y following high school, college, technical school[illegible] or on the job training experience.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Ask mother and father what they had to learn before they could do their job. 2. Interview school personnel in regard to educational preparation for jobs. 3. Have community personnel as speakers on educational background. 4. View films or filmstrips dealing with occupational requirements.	Have each child choose occupation and select the schools he would have to attend to fulfill career requirements.

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.3 The individual will have a marketable skill upon leaving the educational system.
The individual will be able to get a job by the time he leaves school.
OBJECTIVE: The individual will be able to list the steps involved in obtaining a job.

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Divide the class up into small groups, (4-6 children). Have each group decide on a job. Have each group identify and list the factors that are important in performing that job; and are hence factors employers would be looking for in job applicants. It may be necessary for the teacher or class as a whole to pick a job and do the exercise as a whole class activity first. After the small groups have listed the important factors for each job bring the class together again and have the groups share their lists for the job. Their jobs and lists could be compiled and put on a ditto, listed on the blackboard or shared orally. Differences and similarities in the various groups' lists should be discussed by the children.	
2. Make up or duplicate a job application sheet. Provide each student in the class with a job application sheet and have them complete them. The teacher or the class should select two jobs; one which requires vocational training and one which requires a college degree. Discuss with the class factors which an employer in these two jobs might take into consideration in hiring. Have two pupils volunteer to play the role of employer interviewing a job applicant for the job which requires vocational training; and then two other pupils to role play the job interview for the job which requires a college degree. Be sure the person playing the employer looks over the application of the applicant and relates his questioning to the	

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.3
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
specific applicant. Follow-up discussion by the class should include: A. The differences and similarities of factors used by the employer in interviewing in the two situations. B. Discussion of factors the employers should have used in the interviews but were not used. 3. As a continuation of the previous activity divide the class into groups so that each group has eight students. Within these groups one student will play the role of an employer interviewing for a job, and three students will play the roles of those being interviewed for the job. Each of the participants will have an observer to study the role they have played. The group must decide on the job they want to use and which part each student will play. The employer should be given some time to decide what the important factors are which he must use in his interviewing and to formulate questions he will ask. The employer in each group will then interview individually each of the three seeking jobs. The employer should have the job applications of the three he is interviewing so he can relate his questioning to the applicant. If desired the employer can, after the interviewing, say which of the three he would hire and why. After the role playing is finished, the observers should relate their observations of the person they were observing to the group. 4. Have a guest speaker who is in personnel and is involved in hiring workers come to the classroom to speak to the students and answer their questions dealing with the factors that he uses in the hiring of workers.	

GRADE LEVEL: 3-5

DOMAIN: BASIC STUDIES & PREPARATION
GOAL NUMBER: 4.3
OBJECTIVE:

SUBJECT
AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
This person could come from the business world or the person who hires school personnel. A parent of one of the students in the classroom is a good source. Be sure students are prepared for the speaker, that they know a little of the nature of the work the person is involved in and can ask informative questions.	
5. Have the students bring in want ads from newspapers. Discuss the want ads in terms of what kinds of training and skills are in demand and what kinds of training and skills have a surplus.	
6. Discuss the reasons why an employer would be interested in knowing the interests, abilities, values and goals of those coming to him to seek employment.	
7. Read a case history of an individual which includes this person's hobbies, leisure time activities and interests. Ask the students to try to determine the best type of job for this person based on the facts of the case history. As many characteristics of the person as possible should be included in the case study which may be written in narrative form.	

ACKNOWLEDGEMENTS

This instructional guide is the result of a great deal of dedication on the part of many people. Without the excellent cooperation of each individual, an undertaking of this magnitude would be impossible. I would like to express the appreciation of the Montgomery County R-II Schools to all those who assisted in this endeavor.

Thanks are due to Glenn White and Allen Kelsay of the State Department of Education for their assistance in program planning and funding. Dr. Earl Moore and Dr. Norman Gysbers were of immeasurable aid in the initial program development and Dr. Moore faithfully served as project consultant.

The development committee composed of Susan Allen, Bernard Black, Nancy Borengasser, Karen Clark, Mary Ann Combs, Lucille Chagnon, Brenda Dometrorch, Martha Gooden, Dale Houck, Chester Johnson, Jack Jobe, Bill Millen, Trudy Phillippe, Mary Powell, Wayne Sprick, Don Starkey and Lee Anna Tedrick met for many hours in preparing the objectives and activities. Karen Allison served as overall coordinator.

Thanks are similarly due to those teachers who gave of their time in reviewing the final draft---LouAnn Snell, Cindy Maddex, Mildred Ellis, Jeanie Oligschlaeger, Gay Fisher, Grace River, Barbara Jenisch, Glenda Calhoun, Frank Rinehart, Dottye Van Iten, Dennis Inman, Mike Thrasher and Eloise Graham.

Special appreciation is deserved by Pat Karrenbrock and Cindy Schmidt for their faithful attention during the typing, printing and assembling of the finished guide and to Eloise Graham for the cover and display design.

Finally, the Montgomery County R-II Board of Education, who approved the project initially and the administrators who will now begin its implementation; and Dr. Howard E. Heidbrink without whose support this project would have been impossible, are worthy of special thanks.

I hope that these objectives may be reached and that Career Development may become meaningful for each student in the Montgomery County R-II Schools.

Benny L. Gooden